DOCUMENT RESUME

ED 271 923 EC 190 231

AUTHOR	Buksar, Alma; And Others
TITLE	ADAPT: A Developmental Activity Program for Teachers.
INSTITUTION	Allegheny Intermediate Unit, Pittsburgh, Pa.
PUB DATE	84
NOTE	279p.
AVAILABLE FROM	Allegheny Intermediate Unit, 200 Commerce Ct., Pittsburgh, PA 15219 ($20.00).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Classroom Techniques; *Curriculum Development; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Faculty Development; Grades (Scholastic); *Student Evaluation; Test Construction

ABSTRACT

This manual was developed for use by personnel responsible for staff development in adapting curricula and improving instruction. It enables the trainer to help content area teachers accommodate a variety of students with different learning styles and capabilities. The model presented provides a process for assessing needs of students, adapting textbooks and materials, establishing classroom management procedures, and modifying tests and grading practices. The manual contains four training modules that address the areas of assessment, instruction, management, and evaluation. Each module includes a content analysis for the trainer, trainer directions and notes, activity ideas, and transparencies. The assessment module provides a process for identifying the learning styles of students in relation to the teaching styles of instructors. The instruction module provides strategies for adapting textbooks, materials, and curricula. The management module addresses classroom organization and behavior management problems. Finally, the evaluation module contains ideas for adapting tests and modifying grading procedures. A summary module allows participants to apply the adaptive model. (CL)

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ADAPT

A Developmental Activity Program for Teachers

AUTHORS

ALMA BUKSAR
JILL WILSON
REINELDA HUCK
RENEE SCHAPIRA MYERS

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200 Commerce Court Building
Pittsburgh, PA 15219
(412) 394-5700

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INTRODUCTION

PURPOSE:

This manual has been developed for use by personnel responsible for staff development in regard to adapting curricula and improving instruction. It enables the trainer to help content area teachers in accommodating a variety of students with different learning styles and capabilities. The model presented will provide a process for assessing the learning needs of students, adapting textbooks and materials, establishing classroom management procedures, and modifying tests and grading practices.

DESCRIPTION:

The manual contains four training modules that address the areas of assessment, instruction, management and evaluation:

- **The Assessment Module** provides a process for identifying the learning styles of students in relation to the teaching style of the instructors. Information gathered from this assessment process is used to identify appropriate teaching options and strategies.

- **The Instruction Module** provides strategies and techniques for adapting textbooks, materials and curricula. Samples of adapted activities from various grade levels and content areas are included to serve as models in creating adapted materials.

- **The Management Module** addresses classroom organization and behavior management problems. Reproducible forms and charts are provided for immediate use in the classroom.

- **The Evaluation Module** contains ideas for adapting tests and modifying grading procedures. It includes samples of adapted tests and modified grading procedures as well as activities to provide the participants with practice in adapting their own tests and grading practices.

The trainer may use one module or the entire package, depending on the needs of the participants. Each module includes an introduction, background information, trainer directions, activities, handouts and transparencies to assist in planning and presenting training sessions.

Trainers may include principals, supervisors, curriculum personnel or teachers who are responsible for staff development programs. The manual aids trainers in designing entire courses, pre/inservice programs or workshop sessions. Portions of the manual may also be helpful in providing individual consultation on improving instruction.

The participants may include content area teachers, special education teachers, or administrators who are responsible for the actual development, implementation or adaptation of curricula. Individual teachers may also refer to the manual as a resource guide in preparation for adapting their own texts, materials or teaching strategies.

TABLE OF CONTENTS

I. Introductory Materials 3

II. Assessment 15

III. Instruction 52

IV. Management 170

V. Evaluation 193

VI. Summary 256

VII. Resources 270

INTRODUCTORY MATERIAL

CONTENT OUTLINE FOR THE TRAINER

I. Overview of the Model
  - Trainer Directions
  - Transparency A — Overview

II. Pre/Post Assessment
  - Trainer Directions
  - Handout 1 — Pre/Post Assessment Survey

III. Workshop Preparation
  - Trainer Directions
  - Handout 2 — Workshop Preparation

IV. Workshop Evaluation
  - Trainer Directions
  - Handout 3 — Workshop Evaluation Form

V. Acronyms Quiz
  - Trainer Direction
  - Handout 4 — Acronyms Quiz
  - Handout 5 — Acronyms Quiz: Answer Key

OVERVIEW OF THE MODEL

TRAINER DIRECTIONS

- Provide participants with a brief overview of the model. You may refer to the Introduction as a reference.
- Use Transparency A, Overview, to outline the components of the model.
- Discuss the following objectives of the training package.

Participants will:

1. Become aware of the learning needs of students.
2. Become aware of a model for adapting textbooks, materials and curricula.
3. Become aware of a model for establishing classroom management procedures.
4. Become aware of a model for modifying tests and grading policies.
5. Apply the model to their own classroom situation.

OVERVIEW

- Assessment
- Instruction
- Management
- Evaluation

PRE/POST ASSESSMENT

TRAINER DIRECTIONS:

- Provide participants with Handout 1, Pre/Post Assessment Survey
- Direct participants to complete the survey at the beginning of the training session to help them identify the degree of assistance needed to better serve students with learning or behavior problems.
- Direct participants to complete the survey at the end of the training sessions to indicate an increase in competency as a result of the training.

Handout 1

PRE/POST ASSESSMENT SURVEY

Name ____

Date____

Listed below are several competencies that are necessary in teaching students with learning and/or behavior problems. Indicate the degree of assistance you would need to better serve these students in your classroom.

I need assistance to:	A Great Deal of Help	Much Help	Some Help	Minimal Help	No Help
1. Identify the learning needs of my students	☐	☐	☐	☐	☐
2. Identify my teaching style	☐	☐	☐	☐	☐
3. Select appropriate adapted activities based on the identified needs of my students	☐	☐	☐	☐	☐
4. Create adapted activities	☐	☐	☐	☐	☐
5. Use classroom management techniques effectively	☐	☐	☐	☐	☐
6. Use appropriate techniques to facilitate student management	☐	☐	☐	☐	☐
7. Adapt tests to allow students to demonstrate understanding of content.	☐	☐	☐	☐	☐
8. Provide alternative grading procedures.	☐	☐	☐	☐	☐
9. Implement adapted materials and procedures in my classroom.	☐	☐	☐	☐	☐

WORKSHOP PREPARATION

TRAINER DIRECTIONS:

- Refer to Handout 3, Sample Memo: Workshop Preparation
- Send this memo to workshop participants so that they can secure appropriate resources for the various activities.

SAMPLE MEMO: WORKSHOP PREPARATION

Memo: To Class Participants
From:
Re:
Date:

We are looking forward to your participation in this workshop.

In order for you to relate the course to your own personal needs, it would be helpful for you to bring the following items:

1. Information about a specific student.
2. Copy of your textbook or materials.
3. Grading policy for your course and/or district.
4. A teacher-made test.

If these items are unavailable to you, generic samples will be provided.

WORKSHOP EVALUATION

TRAINER DIRECTIONS

- Refer to Handout 2, Workshop Evaluation Form
- Use this form after presenting each module or at the end of an entire course/workshop.
- Summarize the data and use the information to help plan future workshops.

WORKSHOP EVALUATION FORM

Date ____________ School District ____________ School ____________

Title ____________ Grade Level ____________ Subject ____________

Please circle the most appropriate response.

SA = Strongly Agree **A = Agree** **D = Disagree** **SD = Strongly Disagree**

1. Program objectives were relevant	SA	A	D	SD
2. Content, ideas, and activities were relevant to objectives	SA	A	D	SD
3. Hand-outs and AV materials were appropriate	SA	A	D	SD
4. Model will be applicable to my situation	SA	A	D	SD
5. Information presented will be useful for future planning	SA	A	D	SD
6. This workshop met my expectations	SA	A	D	SD

Additional Comments ____

ACRONYMS QUIZ

TRAINER DIRECTIONS

- Present Handout 4, Acronyms Quiz, to review special education terminology and to introduce terms related to the ADAPT model.
- Allow participants 5-10 minutes to complete the activity.
- Give participants 5 minutes to share their responses.
- Explain that many of the terms will become familiar to participants later in the training.
- Use Handout 5 as an answer key.

Handout 4

Name ______________________ Date ______________

ACRONYMS QUIZ

Acronym — a word formed from the initial letter or letters of each of the successive or major parts of a compound term.

Directions: Write the meaning of the following acronyms in the blanks provided.

L.D. ______________________

E.M.R. ______________________

V.I. ______________________

S.E.D. ______________________

L.S.P. ______________________

L.R.E. ______________________

B.L.T. ______________________

H.I. ______________________

T.S.P. ______________________

A.S. ______________________

A.A. ______________________

M.B.D. ______________________

I.E.P. ______________________

N.O.R.A. ______________________

L.E.A. ______________________

M.D.T. ______________________

I.O.P. ______________________

Handout 5

Name ______________________________ Date ______________________

ACRONYMS QUIZ: ANSWER KEY

Acronym — A word formed from the initial letter or letters of each of the successive or major parts of a compound term.

Directions: Write the meaning of the following acronyms in the blanks provided.

L.D.	*Learning Disability*
E.M.R.	*Educable Mentally Retarded*
V.I.	*Visually Impaired*
S.E.D.	*Socially and Emotionally Disturbed*
L.S.P.	*Learning Style Profile*
L.R.E.	*Least Restrictive Environment*
B.L.T.	*Bacon, Lettuce, Tomato*
H.I.	*Hearing Impaired*
T.S.P.	*Teaching Style Profile*
A.S.	*Assessment Summary*
A.A.	*Alcoholics Anonymous*
M.B.D.	*Minimal Brain Damage*
I.E.P.	*Individual Education Plan*
N.O.R.A.	*Notice of Recommended Assignment*
L.E.A.	*Local Education Agency*
M.D.T.	*Multi-Disciplinary Term*
I.O.P.	*Individual Option Plan*

ASSESSMENT

CONTENT OUTLINE FOR THE TRAINER

I. **Assessment Introduction**

II. **Activity 1 — Identifying Your Learning Style**
- Trainer Directions
- Handout 6:
- Trainer Notes: Background Information on Learning Styles
- Transparency B
- Transparency C
- Transparency D
- Transparency E
- Transparency F

III. **Activity 2 — Brainstorming Major Learning Problems**
- Trainer Directions
- Handout 7 — Major Learning Problems

IV. **Assessment Process**
- Trainer Directions
- Handout 8 — Trainer Notes
- Transparency G — Assessment Areas
- Transparency H — Assessment Area — Management
- Transparency I — Assessment Area — Instruction
- Transparency J — Assessment Area — Evaluation

V. **Activity 3 — Completion of Assessment Instruments**
- Trainer Directions
- Handout 9 — Teaching Style Profile
- Handout 9a — Completed Teaching Style Profile
- Handout 10 — Learning Study Profile
- Handout 10a — Case Study — Jim
- Handout 10b — Case Study — Jane
- Handout 10c — Case Study — Jeannie
- Handout 11 — Assessment Summary
- Transparency K — Sample — Completed Assessment Summary

VI. **Activity 4 — Completion of Individual Option Plan**
- Trainer Directions
- Handout 12 — Individual Option Plan
- Handout 12a — Sample Completed Individual Plan
- Handout 12b — Sample Computer Printout

VII. **Assessment Activities**
- Trainer Directions
- Transparency L

ASSESSMENT INTRODUCTION

The purpose of the Assessment Module is to provide a process for identifying the learning needs of the students. The first part of this module includes the background information that was used as a basis for the adaptation model. Participants are asked to use a Learning Style Inventory developed by David Kolb and elaborated upon by Bernice McCarthy. This will enable the participants to become aware of their own learning style and how it impacts on their teaching style.

In the second part of the module, participants become aware of the assessment process that was developed for this model. They will use several assessment tools to identify the learning needs of the students by comparing the learning style of the students with the teaching style of the instructor. This process is then used to identify necessary adaptations in instruction, management and evaluation.

*NOTE TO THE TRAINER: While this assessment process is valuable for identifying the students' needs, it can also serve as an excellent communication tool between regular and special education teachers as well as teachers and administrators. By focusing on specific students, teachers can share ideas about accommodating the student in the classroom.

Administrators can also use this process as a vehicle to facilitate ongoing communication concerning school improvement and effective teaching. The assessment instruments may be used as a pre/post evaluation of change in teaching style and/or student behavior.

The objectives for this Module are as follows.

Participants will:

1. Become aware of their own learning style.
2. Become familiar with background information on learning styles.
3. Become familiar with the assessment process.
4. Be able to implement the assessment process.

IDENTIFYING YOUR LEARNING STYLE

TRAINER DIRECTIONS

- Obtain copies of the *Learning Style Inventory* by David Kolb (available through the McBer Co., 137 Newburg St., Boston, Mass. 02116) Use the Self Scoring Test and Interpretation Booklet.
- Ask participants to complete the inventory and identify their learning style.
- Discuss the Description of the Learning Style Types for interpretation.
- Then refer to Handout 6, Trainer Notes, to discuss Bernice McCarthy's 4MAT System. Use Transparencies B to E during the lecture.
- Use Transparency F to Summarize and relate the 4MAT System to the ADAPT Model. You may want to also reproduce this as a handout.

BACKGROUND INFORMATION ON LEARNING STYLES

TRAINER NOTES:

This model is based in part on the research of Bernice McCarthy and her 4MAT system. In her book, *The 4MAT System,* McCarthy explains that people learn in different ways. She has categorized four basic types of learners and developed instructional plans to meet their needs.

According to McCarthy, there are two major differences in how we learn. The first is how we perceive and the second is how we process (refer to Transparency B). The first major difference is how we perceive new situations. Some of us sense and feel our way while others think through the experience. Those who think through the experience tend to analyze and use reason. The sensor/feelers tend to be more concrete and the thinkers tend to be more abstract.

The second major difference in how we learn is how we process. In processing experiences and information, some of us are watchers who tend to be reflective, while some of us are doers who tend to be active.

In 1971, Dr. David Kolb combined the two dimensions of sensing/feeling and thinking with the two dimensions of acting and watching and found that people fall into one of four different places on his model (refer to Transparency C). The Divergers tend to perceive information concretely and process what they take reflectively. They are sensors/feelers and watchers. The Assimilators perceive experience abstractly and process what they take in reflectively. They are thinkers and watchers. The Convergers tend to perceive abstractly and process what they take in actively. They need to try things out for themselves and are thinkers and doers. Finally, the Accommodators tend to perceive concretely and process what they take in actively. They are sensors/feelers and doers. Kolb found that it is the combination of how we perceive and how we process that forms the uniqueness of our own learning style.

Dr. McCarthy combined the major findings of the learning style researchers such as Kolb, Gregoric and Jung and developed a model for teaching (refer to Transparency D). She describes four types of learners. The Innovative Learners who fall into quadrant one prefer to learn by sensing/feeling and watching. The Analytic Learners who fall into quadrant two prefer to learn by watching and thinking. The Common Sense Learners who fall into quadrant three prefer to learn by thinking and doing. And the Dynamic Learners who tend to fall into quadrant four prefer to learn by doing and sensing/feeling. All four styles of learning are equally valuable, and each has its own strengths and weaknesses.

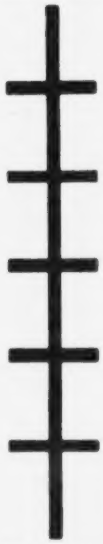
In teaching, we should move students through the 4MAT System cycle to form the skills of Reflective Experience, to Reflective Observation, to Abstract Conceptualization, to Active Experimentation. (refer to Transparency E) Thus, the students will sense and feel, experience, watch, reflect, think, develop theories, conceptualize, try out their theories, experiment and apply what they have learned to the next similar situation.

We tend to learn when someone is teaching us in our most comfortable style. Unfortunately, schools tend to favor the students who fall into quadrant two. But 70% of the students are not Analytic Learners. Since our students are different, we must teach in a variety of ways. The adapted activities in this manual offer experiences for all four types of learners. In fact, the training modules were designed to provide the same types of experiences that are being suggested for the students. This equips the teacher with a repertoire of techniques to offer each student the chance to "shine" in their own unique way.

LEARNING STYLE GRAPH

In 1971, Dr. David Kolb[1]
combined the two dimensions of

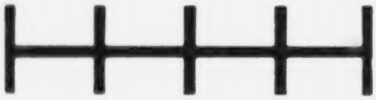
Sensing/Feeling



Thinking

with the two dimensions of

Acting



and

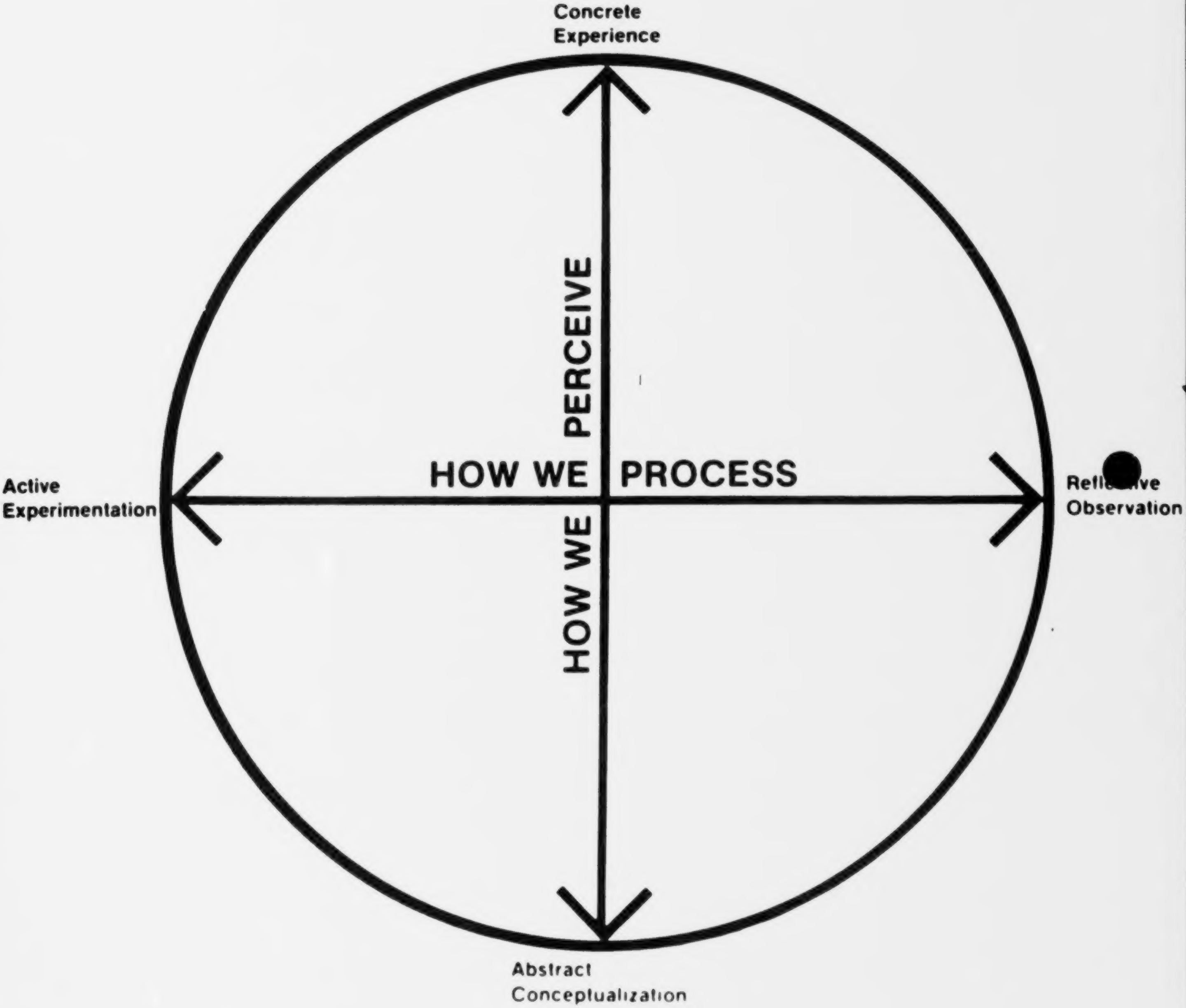
Watching

and found
that people fall in
one of four different places
on his model.

Adapted from the *4MAT System* by Bernice McCarthy

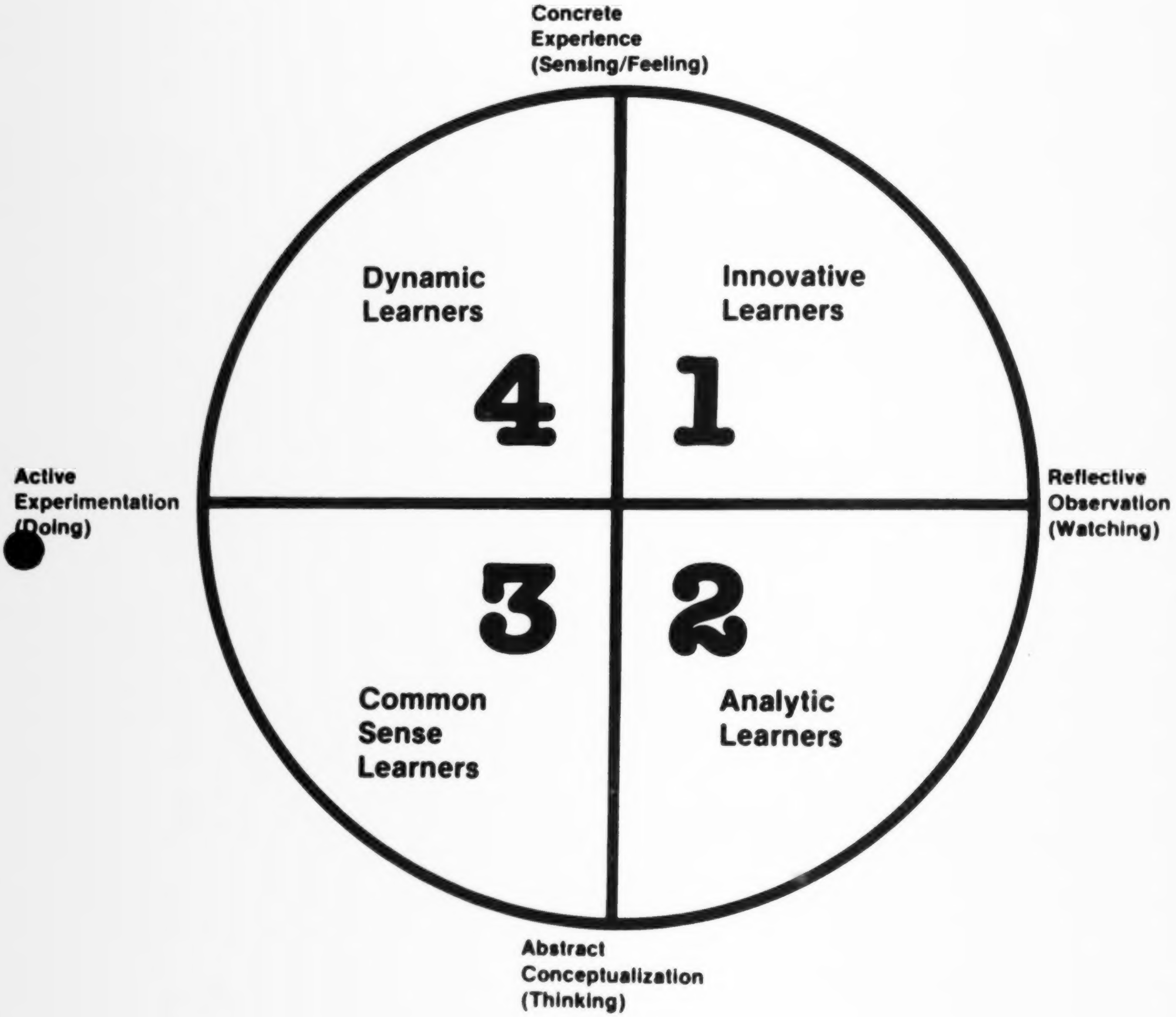
Transparency C

HOW WE LEARN


Concrete Experience
HOW WE PERCEIVE
Active Experimentation
HOW WE PROCESS
Refl ive Observation
Abstract Conceptualization

Adapted from the *4MAT System* by Bernice McCarthy.

LEARNING STYLE QUADRANTS


Concrete
Experience
(Sensing/Feeling)
Dynamic
Learners
4
Innovative
Learners
1
Active
Experimentation
(Doing)
Reflective
Observation
(Watching)
3
2
Common
Sense
Learners
Analytic
Learners
Abstract
Conceptualization
(Thinking)

Adapted from the *4MAT System* by Bernice McCarthy.

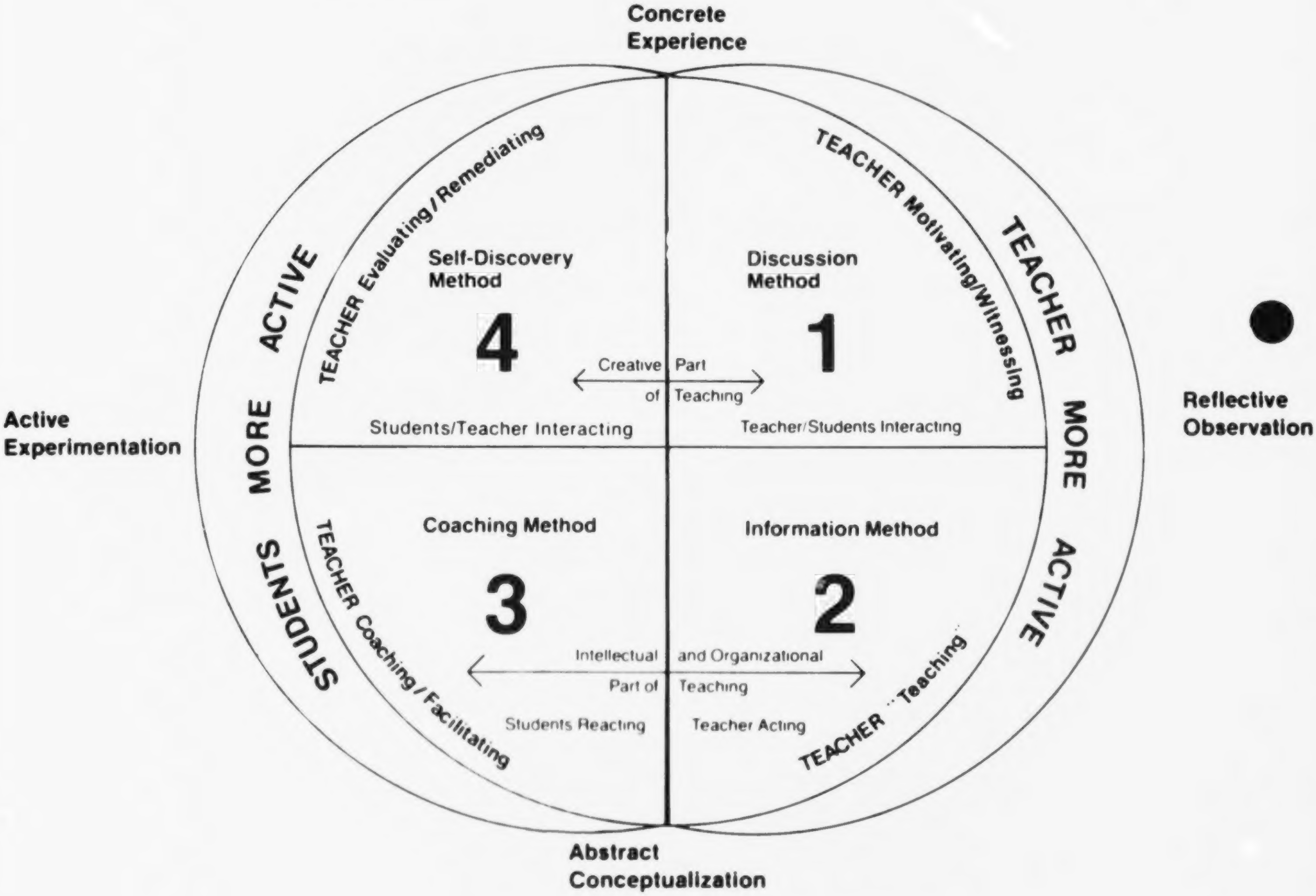
Transparency E

4MAT TEACHING STYLE PROFILE

The Teacher's Role: A Recapitulation

The teacher's role changes as s/he moves through the cycle of learning:

- from Motivator/Witness
- to Teacher/Information Giver
- to Facilitator/Coach
- to Evaluator/Remediator and Resource


Concrete Experience
Reflective Observation
Abstract Conceptualization
Active Experimentation
Discussion Method
1
TEACHER Motivating/Witnessing
TEACHER MORE ACTIVE
Teacher/Students Interacting
Creative Part of Teaching
Information Method
2
TEACHER "Teaching"
Teacher Acting
Intellectual and Organizational Part of Teaching
Coaching Method
3
TEACHER Coaching / Facilitating
Students Reacting
STUDENTS MORE ACTIVE
Self-Discovery Method
4
TEACHER Evaluating / Remediating
Students/Teacher Interacting

Adapted from the *4MAT System* by Bernice McCarthy.

Transparency F

LESSON PLAN FORMAT

TYPE FOUR LEARNER

APPLICATION OF EXPERIENCE

Integrating Application and Experience
The Dynamic Learner
Let Them Teach it to Themselves and Share with Others
Answers: What Can this Become
Teacher's Role: Evaluate/ Remediate
Self-Discovery Method

TYPE ONE LEARNER

MOTIVATING EXPERIENCE

Integrating Experience with Self
The Innovative Learner
Give them a Reason
Answers: WHY
Teacher's Role: — Motivate
Discussion Method

TYPE THREE LEARNER

PRACTICE & PERSONALIZATION

Practive and Personalization
The Common Sense Learner
Let Them Try it
Answers: — How Does It work
Teacher's Role: — Coach/ Facilitate
Coaching Method

TYPE TWO LEARNER

PRESENTATION & CONCEPT FORMATION

Concept Formulation
Analytic Learner
Concern for Facts
Teach it to Them
Answers: WHAT
Teacher's Role: — Give Information
Information Method

Adapted from the *4MAT System* by Bernice McCarthy

BRAINSTORMING MAJOR LEARNING PROBLEMS

TRAINER DIRECTIONS:

- Divide participants into groups of three.
- Distribute a copy of Handout 7, Major Learning Problems to each group.
- Ask each group member to select one of the following roles:
  Group leader — leads the discussion
  Recorder — takes notes
  Presenter — shares final results with the groups
- Allow 10-15 minutes for each group to complete the activity
- Ask the presenter to share the final results with the large group
- You may want to make a transparency of Handout 7 to summarize the problems from each group

NOTE: This activity serves as a model for how to conduct brainstorming activities.

MAJOR LEARNING PROBLEMS

Roles: Leader ______________________________

Recorder ______________________________

Presenter ______________________________

DIRECTIONS: Brainstorm the major problems your students display in the classroom. Record all problems under brainstorming notes. Then decide upon the two most critical problems to report back to the large group. Use the summary below to record any problems discussed by the other groups.

BRAINSTORMING NOTES

SUMMARY

ASSESSMENT PROCESS

TRAINER DIRECTIONS:

- Read Handout 8 — Trainer Notes
- Provide participants with Handouts 9 to 12
- Use this information to present a lecture on the ADAPT Assessment Process
- Refer to Transparencies G-J during the lecture.

ASSESSMENT PROCESS

TRAINER NOTES:

The development of the Assessment Process was based on the research of Rita Dunn, Bernice McCarthy, and David Kolb. This process was designed to identify the learning needs of the student by comparing the learning style of the student with the teaching style of the instructor. The instruments that are used to accomplish this task are Handout 9, Teaching Style Profile and Handout 10, Learning Style Profile. The Learning Style Profile is completed by personnel knowledgeable about the student, such as classroom teachers, special education teachers, guidance counselors or psychologists. It indicates the student's performance in the areas of management, instruction and evaluation. (Refer to Transparency G to J).

The Teaching Style Profile is completed by the classroom teacher. It matches the Learning Style profile item by item and indicates the instructor's preferred teaching practices. The need for adaptations occurs when the teacher does something the student cannot do (teacher lectures and student cannot attend to lectures) or when a teacher does not do something the student needs (teacher does not use manipulatives and the student needs hands-on activities).

The information is then compiled onto Handout 11, Assessment Summary to determine the needs of each student. The teacher's score is added to the student's score for each item on the profile. A plus 3 or 4 means the student has difficulty with the activity. A minus 3 or 4 means the student needs more of the activity. The student's needs are then summarized in one of two ways; handscored method or computerized method. (See Transparency K).

The handscored method involves recording the needs for adaptation on Handout 12, Individual Option Plan. The process of selecting teaching options to meet these needs are found in the Instruction, Management and Evaluation Modules.

The computerized method identifies the needs for adaptation and provides teaching options to meet these needs. The computer program computes the difference between the learner and teacher scores, lists the students needs and provides ideas for each need. All of this information is included on a computer printout and can serve as a basis for planning adaptations.

ASSESSMENT AREAS

- Management
- Instruction
- Evaluation

ASSESSMENT AREA

Management

- Classroom Organization
- Grouping
- Directions
- Classroom Rules
- Motivation

ASSESSMENT AREA

Instruction

- Method of Presentation
- Learning Modality
- Practice & Review
- Communication Skills
- Reading Skills
- Math Skills

ASSESSMENT AREA

Evaluation

- Method
- Testing Variables
- Testing Format
- Testing Procedures
- Grading Procedures

BEST COPY AVAILABLE

COMPLETION OF ASSESSMENT INSTRUMENTS (INSTRUCTION)

TRAINER DIRECTIONS:

- Ask participants to complete Handout 9, Teaching Style Profile. If participants are not directly involved in a teaching situation, they can use Handout 9a, Completed Teaching Style Profile.

- Ask participants to complete Handout 10, Learning Style Profile using information on an actual student (This may be completed during the workshop or given as an assignment). If participants do not have data on an actual student, they can use Handout 10a, 10b, or 10c.

- Ask participants to use Handout 11, Assessment Summary to summarize the information.

- Use Transparency K-Sample Completed Assessment Summary, to demonstrate the method for computing the difference between the items on the Learning Style Profile and Teaching Style Profile.

- Direct participants to circle the problem areas that are identified in the assessment summary.

NOTE: The assessment instruments are adapted from "Observation to Determine Learning Needs" Helen Sobehart, Western PA Regional Resource Center, Gibsonia, PA.

Handout 9

TEACHING STYLE PROFILE

Please check the box that best describes your current teaching practices.

DEMOGRAPHIC INFORMATION

Student ________________ Grade Level/Period _____/_____

Teacher ________________ Subject ________________

School ________________ Date ________________

	SCORE					
	+5	+4	+3	+2	+1	
	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM	NEVER	COMMENTS
I. MANAGEMENT A. CLASSROOM ORGANIZATION I provide a:						
1. structured physical environment						
2. consistent routine						
B. GROUPING I use:						
3. large group instruction						
4. independent study						
5. small group interaction (2-5 students)						
C. DIRECTIONS My directions are:						
6. given orally						
7. written on the board						
8. written on a worksheet						
9. given one at a time						
D. CLASSROOM RULES My rules are:						
10. verbal						
11. written						
12. reviewed periodically						
13. enforced consistently						
E. MOTIVATION I use:						
14. primary reinforcers (food, stickers)						
15. secondary reinforcers (tokens, grades)						
16. verbal reinforcement						
17. written reinforcement						
18. immediate feedback						
19. negative reinforcers (no recess)						
20. extinction (ignoring)						
II. INSTRUCTION A. METHOD OF PRESENTATION I require students to learn information by:						
21. listening to lectures						
22. taking notes						
23. organizing information						
24. participating in class discussion						
25. reading silently						
26. reading orally						
B. LEARNING MODALITY I present information through the:						
27. visual modality						
28. auditory modality						
29. tactile modality (hands-on experience)						
30. kinesthetic modality (physical movement)						

	SCORE					
	+5	+4	+3	+2	+1	
	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM	NEVER	COMMENTS
C. PRACTICE AND REVIEW I require students to practice by:						
31. reading the text						
32. using study guides						
33. completing homework						
34. completing in-class assignments independently						
35. studying for tests independently						
D. COMMUNICATION SKILLS I require students to communicate through						
36. oral expression						
37. written expression						
38. writing legibly						
39. hands-on activities						
E. READING SKILLS I require students to:						
40. decode new words						
41. define new vocabulary						
42. locate information						
43. sequence information						
44. recall information						
45. apply information						
46. make comparisons						
47. understand relationships						
F. MATH SKILLS I require students to:						
48. perform simple computations						
49. solve word problems						
50. tell time						
51. use money						
52. measure						
III. EVALUATION A. METHOD I require students to demonstrate achievement through:						
53. written tests						
54. class discussion						
55. completion of projects						
56. written assignments						
B. TESTING VARIABLES I adjust the:						
57. time limits of tests						
58. length of test						
59. cognitive level of tests						
C. TESTING FORMAT I use:						
60. matching questions						
61. multiple choice questions						
62. completion questions						
63. true/false questions						
64. essay questions						
D. TESTING PROCEDURES I require students to:						
65. take tests with the class						
66. take tests independently						
E. GRADING PROCEDURES I use:						
67. an alternative grading procedure						

Handout 9a

COMPLETED TEACHING STYLE PROFILE

Please check the box that best describes your current teaching practices.

DEMOGRAPHIC INFORMATION

Student ______________ Grade Level/Period ______/______

Teacher ______________ Subject ______________

School ______________ Date ______________

	SCORE					
	+5	+4	+3	+2	+1	
	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM	NEVER	COMMENTS
I. MANAGEMENT A. CLASSROOM ORGANIZATION I provide a:						
1. structured physical environment	✓					
2. consistent routine	✓					
B. GROUPING I use:						
3. large group instruction	✓					
4. independent study			✓			
5. small group interaction (2-5 students)				✓		
C. DIRECTIONS My directions are:						
6. given orally				✓		
7. written on the board					✓	
8. written on a worksheet	✓					
9. given one at a time					✓	
D. CLASSROOM RULES My rules are:						
10. verbal	✓					
11. written					✓	
12. reviewed periodically					✓	
13. enforced consistently		✓				
E. MOTIVATION I use:						
14. primary reinforcers (food, stickers)					✓	
15. secondary reinforcers (tokens, grades)	✓					
16. verbal reinforcement				✓		
17. written reinforcement				✓		
18. immediate feedback			✓			
19. negative reinforcers (no recess)	✓					
20. extinction (ignoring)	✓					
II. INSTRUCTION A. METHOD OF PRESENTATION I require students to learn information by:						
21. listening to lectures	✓					
22. taking notes	✓					
23. organizing information	✓					
24. participating in class discussion	✓					
25. reading silently	✓					
26. reading orally					✓	
B. LEARNING MODALITY I present information through the:						
27. visual modality				✓		
28. auditory modality	✓					
29. tactile modality (hands-on experience)					✓	
30. kinesthetic modality (physical movement)					✓	

	SCORE					
	+5	+4	+3	+2	+1	
	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM	NEVER	COMMENTS
C. PRACTICE AND REVIEW I require students to practice by:						
31. reading the text	✓					
32. using study guides				✓		
33. completing homework	✓					
34. completing in-class assignments independently	✓					
35. studying the tests independently	✓					
D. COMMUNICATION SKILLS I require students to communicate through						
36. oral expression	✓					
37. written expression	✓					
38. writing legibly	✓					
39. hands-on activities					✓	
E. READING SKILLS I require students to:						
40. decode new words				✓		
41. define new vocabulary		✓				
42. locate information		✓				
43. sequence information				✓		
44. recall information		✓				
45. apply information		✓				
46. make comparisons		✓				
47. understand relationships		✓				
F. MATH SKILLS I require students to:						
48. perform simple computations					✓	
49. solve word problems					✓	
50. tell time			✓			
51. use money			✓			
52. measure			✓			
III. EVALUATION A. METHOD I require students to demonstrate achievement through:						
53. written tests	✓					
54. class discussion	✓					
55. completion of projects					✓	
56. written assignments	✓					
B. TESTING VARIABLES I adjust the:						
57. time limits of tests					✓	
58. length of test					✓	
59. cognitive level of tests					✓	
C. TESTING FORMAT I use:						
60. matching questions	✓					
61. multiple choice questions	✓					
62. completion questions	✓					
63. true/false questions				✓		
64. essay questions	✓					
D. TESTING PROCEDURES I require students to:						
65. take tests with the class	✓					
66. take tests independently					✓	
E. GRADING PROCEDURES I use:						
67. an alternative grading procedure					✓	

Handout 10

LEARNING STYLE PROFILE

Please check the box that best describes the learning characteristics of your student.

DEMOGRAPHIC INFORMATION

Student ______________ Grade Level/Period _____/_____

Teacher ______________ Subject ______________

School ______________ Date ______________

	LEARNER SCORE					
	-5	-4	-3	-2	-1	
	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM	NEVER	COMMENTS
I. MANAGEMENT A. CLASSROOM ORGANIZATION Students needs a:						
1. structured physical environment						
2. consistent routine						
B. GROUPING Student is able to learn through:						
3. large group instruction						
4. independent study						
5. small group interaction (2-5 students)						
C. DIRECTIONS Student needs directions to be:						
6. given orally						
7. written on the board						
8. written on a worksheet						
9. given one at a time						
D. CLASSROOM RULES Student needs rules to be:						
10. verbal						
11. written						
12. reviewed periodically						
13. enforced consistently						
E. MOTIVATION Student needs to be motivated by:						
14. primary reinforcers (food, stickers)						
15. secondary reinforcers (tokens, grades)						
16. verbal reinforcement						
17. written reinforcement						
18. immediate feedback						
19. negative reinforcers (no recess)						
20. extinction (ignoring)						
II. INSTRUCTION A. METHOD OF PRESENTATION Student is able to learn new information by:						
21. listening to lectures						
22. taking notes						
23. organizing information						
24. participating in class discussion						
25. reading silently						
26. reading orally						
B. LEARNING MODALITY Student needs to receive information using the:						
27. visual modality						
28. auditory modality						
29. tactile modality (hands-on experience)						
30. kinesthetic modality (physical movement)						

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Allegheny Intermediate Unit

	LEARNER SCORE					
	−5	−4	−3	−2	−1	
	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM	NEVER	COMMENTS
C. PRACTICE AND REVIEW Student is able to practice and review by:						
31. reading the text						
32. using study guides						
33. completing homework						
34. completing in-class assignments independently						
35. studying the tests independently						
D. COMMUNICATION SKILLS Student is able to demonstrate understanding through:						
36. oral expression						
37. written expression						
38. writing legibly						
39. hands-on activities						
E. READING SKILLS Student is able to:						
40. decode new words						
41. define new vocabulary						
42. locate information						
43. sequence information						
44. recall information						
45. apply information						
46. make comparisons						
47. understand relationships						
F. MATH SKILLS Student is able to:						
48. perform simple computations						
49. solve word problems						
50. tell time						
51. use money						
52. measure						
III. EVALUATION A. METHOD Student is able to demonstrate achievement through:						
53. written tests						
54. class discussion						
55. completion of projects						
56. written assignments						
B. TESTING VARIABLES Student needs adjustments in:						
57. time limits of tests						
58. length of test						
59. cognitive level of tests						
C. TESTING FORMAT Student is able to answer:						
60. matching questions						
61. multiple choice questions						
62. completion questions						
63. true/false questions						
64. essay questions						
D. TESTING PROCEDURES Student is able to:						
65. take tests with the class						
66. take tests independently						
E. GRADING PROCEDURES Student needs:						
67. an alternative grading procedure						

CASE STUDY — JIM

Grade 7
Birthdate: 1/22/70

IDENTIFYING INFORMATION:

Jim is a fourteen-year-old seventh grader with learning disabilities who has been mainstreamed into most content-area classes. He demonstrates average intellectual ability but is performing below average in reading and spelling according to the Wide Range Achievement Test.

Achievement Test

Subject	Grade Equivalent
Reading	5.0
Spelling	4.3
Arithmetic	7.0

ACADEMIC PERFORMANCE

Jim has had difficulty with reading since first grade. He is unable to blend sounds into words and so relies heavily upon sight vocabulary and contextual clues whenever possible.

The factual books used in junior high school have become exceedingly difficult for Jim to read. He struggles to complete individual assignments satisfactorily.

Jim also has writing and spelling difficulties. His handwriting is not only very poor, but he is extremely slow in completing a written assignment. He often writes sentence fragments, misspells words and omits punctuation. He is able to spell words that are part of his sight vocabulary or that he has memorized, but he is unable to spell words phonetically so spelling has increasingly become a problem. Jim's shortcomings in written language have also resulted in continued frustration with other academic subjects including note taking and writing reports.

BEHAVIOR

Jim demonstrates acceptable classroom behavior and relates well to peers and teachers, but he is beginning to show signs of frustration and anxiety. He is not completing work on time, refuses to complete written assignments and has difficulty prioritizing and organizing his work.

Handout 10b

CASE STUDY — JANE

IDENTIFYING INFORMATION:

Jane is a fifteen-year-old student who has been attending a full-time class for Educable Mentally Retarded. Prior to that, she attended elementary school and middle school in her home district. When she was in fourth grade, she was placed in an LD Resource Room. Due to her behavioral problems, she was re-evaluated in sixth grade and placed in a part-time S & ED classroom. There, she audited content area classes such as science and social studies. Over the years, she regressed both academically and behaviorally, which precipitated a change in placement to the full-time center-based classroom.

ACADEMIC PERFORMANCE:

Jane demonstrates below average intelligence and expectancy in academic skills according to the following scores:

WISC — R
Verbal 79 Performance 72   Full Scale 74

Achievement Test Scores	
Reading	4.2
Spelling	3.2
Math	3.5

Jane reads independently and has good word attack skills. She has difficulty interpreting, locating and applying factual information. She also has difficulty identifying the main idea and summarizing paragraphs and stories. Jane can use some reference materials but has difficulty following complex oral or written directions. While her verbal skills are adequate, she has difficulty with written language and spelling. Jane works best in a one-to-one setting and cannot complete assignments independently.

Jane can solve math problems involving addition and subtraction with regrouping and has almost mastered simple multiplication and division. She lacks the sequencing skills to follow through on complex problems and has difficulty applying math skills to everyday situations. She also needs concrete aids to help her solve math problems. Jane has adequate money and time skills.

BEHAVIOR:

Jane enjoys one-to-one attention and has difficulty with peer relations. She resists authority figures and tends to act defensively when confronted by someone in authority. She possesses feelings of inadequacy and emotional immaturity, according to a recent psychiatric report. Jane needs close supervision, since she acts on impulse in social settings. She also needs constant approval and encouragement to complete her assignments.

CASE STUDY — JEANNIE

Grade 6
Birthdate: 10-18-71

IDENTIFYING INFORMATION:

Jeannie is an 11 year old (nearly 12) sixth grade student who currently attends Marsh Elementary School in Sandstone County. She is the youngest of 5 children. Two brothers currently attend college, one sister is about to graduate from high school and will attend college in the fall. The other will be a senior in high school in September. Jeannie's parents were divorced when she was about 4 or 5 years of age. She has apparently not seen her father since he moved to another place, although her mother related that she has spoken to him on the phone.

Jeannie was referred for a psychological evaluation with a subsequent recommendation for placement in a Socially and Emotionally Disturbed Resource Room. She began attending the class in September, but because of limited academic performance and progress, was again referred for psychological evaluation.

ACADEMIC PERFORMANCE:

Jeannie's current IEP indicates that she is reading at a beginning first grade level with poor encoding/decoding skills. In math, she is achieving at a beginning third grade level, but is unable to employ regrouping techniques in complex addition and subtraction. She demonstrates inconsistent mastery of multiplication tables, and often does not know what operation to use. Jeannie demonstrates strength in vocabulary and verbal reasoning but has difficulty in organizing and planning her work and materials. She responds well to praise and attention from her teacher and other adults and constantly seeks approval.

BEHAVIOR:

When Jeannie was evaluated she demonstrated good verbal skills with above average intelligence. Achievement testing indicated a severe disparity in all basic subject areas, while projective testing indicated a child with a poor academic self-concept. In general, testing revealed that Jeannie had a poor self-image with a tendency to engage in many avoidance maneuvers (e.g., denial and verbalization) rather than expose academic inadequacies and anxieties over parent's separation. She had a tendency to suppress and deny her feelings. She also had great difficulty concentrating or applying herself to tasks in school.

Jeannie's mother describes her daughter as an immature, extremely depressed child who has never resolved her parent's divorce.

Handout 11

ASSESSMENT SUMMARY

Add the Teacher Score, plus the Learner Score and place the sum in the TOTAL COLUMN.

DEMOGRAPHIC INFORMATION

Student ______________ Grade Level/Period _____/_____

Teacher ______________ Subject ______________

School ______________ Date ______________

	TEACHER SCORE					LEARNER SCORE						
	+5	+4	+3	+2	+1	-5	-4	-3	-2	-1	TOTAL	
	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM	NEVER	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM	NEVER	TOTAL	**INTERPRETATION** +3 or 4 Student has Difficulty -3 or 4 Student Needs
I. MANAGEMENT A. CLASSROOM ORGANIZATION												
1. structured physical environment												
2. consistent routine												
B. GROUPING												
3. large group instruction												
4. independent study												
5. small group interaction (2-5 students)												
C. DIRECTIONS												
6. given orally												
7. written on the board												
8. written on a worksheet												
9. given one at a time												
D. CLASSROOM RULES												
10. verbal												
11. written												
12. reviewed periodically												
13. enforced consistently												
E. MOTIVATION												
14. primary reinforcers (food, stickers)												
15. secondary reinforcers (tokens, grades)												
16. verbal reinforcement												
17. written reinforcement												
18. immediate feedback												
19. negative reinforcers (no recess)												
20. extinction (ignoring)												
II. INSTRUCTION A. METHOD OF PRESENTATION												
21. listening to lectures												
22. taking notes												
23. organizing information												
24. participating in class discussion												
25. reading silently												
26. reading orally												
B. LEARNING MODALITY												
27. visual modality												
28. auditory modality												
29. tactile modality (hands-on experience)												
30. kinesthetic modality (physical movement)												

	TEACHER SCORE					LEARNER SCORE						
	+5	+4	+3	+2	+1	-5	-4	-3	-2	-1	TOTAL	INTERPRETATION +3 or 4 Student has Difficulty −3 or 4 Student Needs
	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM	NEVER	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM	NEVER	TOTAL	
C. PRACTICE AND REVIEW												
31. reading the text												
32. using study guides												
33. completing homework												
34. completing in-class assignments independently												
35. studying the tests independently												
D. COMMUNICATION SKILLS												
36. oral expression												
37. written expression												
38. writing legibly												
39. hands-on activities												
E. READING SKILLS												
40. decode new words												
41. define new vocabulary												
42. locate information												
43. sequence information												
44. recall information												
45. apply information												
46. make comparisons												
47. understand relationships												
F. MATH SKILLS												
48. perform simple computations												
49. solve word problems												
50. tell time												
51. use money												
52. measure												
III. EVALUATION A. METHOD												
53. written tests												
54. class discussion												
55. completion of projects												
56. written assignments												
B. TESTING VARIABLES												
57. time limits of tests												
58. length of test												
59. cognitive level of tests												
C. TESTING FORMAT												
60. matching questions												
61. multiple choice questions												
62. completion questions												
63. true/false questions												
64. essay questions												
D. TESTING PROCEDURES												
65. take tests with the class												
66. take tests independently												
E. GRADING PROCEDURES												
67. an alternative grading procedure												

Transparency K

SAMPLE — COMPLETED ASSESSMENT SUMMARY

	TEACHER SCORE					LEARNER SCORE					
	+5	+4	+3	+2	+1	-5	-4	-3	-2	-1	TOTAL
	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM	NEVER	ALWAYS	FREQUENTLY	SOMETIMES	SELDOM	NEVER	TOTAL
I. MANAGEMENT A. CLASSROOM ORGANIZATION											
1. structured physical environment	✓						✓				+1
2. consistent routine	✓						✓				+1
B. GROUPING											
3. large group instruction	✓								✓		+3
4. independent study				✓			✓				-2
5. small group interaction (2-5 students)					✓		✓				-2
C. DIRECTIONS											
6. given orally				✓		✓					-3
7. written on the board					✓		✓				-3
8. written on a worksheet	✓					✓					0
9. given one at a time				✓		✓					-3
D. CLASSROOM RULES											
10. verbal	✓					✓					0

COMPLETION OF THE INDIVIDUAL OPTION PLAN

TRAINER DIRECTIONS:

- Direct participants to transfer the major problem areas identified on the Assessment Summary onto Handout 12, Individual Option Plan (IOP).
- Refer to Handout 12a, Sample Completed IOP as a guide.
- Explain that participants will identify teaching options after a presentation of adapted activities.
- Refer to Handout 12, Simple Computer Printout, to discuss the Computerized Assessment Process.

INDIVIDUAL OPTION PLAN (IOP)

DATE ______________________

NAME ______________________ TEACHER ______________________

DISTRICT ______________________ SCHOOL ______________________

SUBJECT ______________________ GRADE LEVEL __________ PERIOD __________

DIRECTIONS: List the problems of the student in each assignment area as indicated on the Assessment Summary. Then list Teaching Options to meet those needs.

AREAS	STUDENT PROBLEMS:	TEACHING OPTIONS:
CLASSROOM MANAGEMENT		
INSTRUCTION		
EVALUATION		

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Allegheny Intermediate Unit

SAMPLE COMPLETED INDIVIDUAL OPTION PLAN (IOP)

DATE ____________________

NAME ______________________________ TEACHER ______________________________

DISTRICT ______________________________ SCHOOL ______________________________

SUBJECT ______________________________ GRADE LEVEL __________ PERIOD __________

DIRECTIONS: List the problems of the student in each assignment area as indicated on the Assessment Summary. Then list Teaching Options to meet those needs.

AREAS	STUDENT PROBLEMS:	TEACHING OPTIONS:
CLASSROOM MANAGEMENT	*needs a structured environment* *needs written rules* *needs secondary reinforcers*	
INSTRUCTION	*has difficulty listening to lectures* *has difficulty taking notes* *needs hands-on experience* *has difficulty understanding relationships*	
EVALUATION	*has difficulty with written tests* *has difficulty answering completion questions* *needs alternative grading procedures*	

SAMPLE COMPUTER PRINTOUT

03. STUDENT HAS DIFFICULTY WITH LARGE GROUP INSTRUCTION.
    - HAVE STUDENTS WORK IN SMALL GROUPS OR PAIRS
    - HAVE PEER OR AIDE TUTOR THE STUDENT
    - SEAT STUDENT IN FRONT OF ROOM TO MONITOR PROGRESS

05. STUDENT NEEDS SMALL GROUP INTERACTION.
    - ALLOW STUDENT TO WORK WITH A PEER TO COMPLETE INDEPENDENT ASSIGNMENTS
    - USE BRAINSTORMING TO DISCUSS TOPICS

06. STUDENT NEEDS DIRECTIONS TO BE GIVEN ORALLY.
    - ASK STUDENT TO REPEAT ORAL DIRECTIONS
    - READ PRINTED DIRECTIONS OUT LOUD
    - REDUCE NUMBER OF DIRECTIONS GIVEN AT ONE TIME

11. STUDENT NEEDS CLASSROOM RULES TO BE WRITTEN.
    - USE A CLASSROOM RULES PLANNING GUIDE
    - USE A 'HOW TO SUCCEED WITH A LITTLE BIT OF EFFORT' FORM
    - LIMIT THE NUMBER OF RULES
    - GIVE STUDENT A WRITTEN COPY OF RULES AND CONSEQUENCES

12. STUDENT NEEDS RULES TO BE REVIEWED PERIODICALLY.
    - USE A CLASSROOM RULES PLANNING FORM AND UPDATE PERIODICALLY
    - HAVE STUDENT MONITOR HIS OR HER OWN BEHAVIOR

14. STUDENT NEEDS TO BE MOTIVATED BY PRIMARY REINFORCERS.
    - GIVE STUDENT REFRESHMENTS AS A REWARD FOR PROGRESS
    - GIVE STUDENT TANGIBLE ITEMS AS REWARDS (STICKERS, POSTERS, PRIZES)

17. STUDENT NEEDS TO BE MOTIVATED BY WRITTEN REINFORCEMENT.
    - USE A TEACHER-STUDENT COMMUNICATION MEMO
    - USE PARENT COMMUNICATION LETTER
    - USE A CONTINUOUS PROGRESS RECORD

21. STUDENT HAS DIFFICULTY LISTENING TO LECTURES.
    - PROVIDE INFORMATION ORGANIZERS
    - PROVIDE CONCEPT ACTIVITIES
    - PROVIDE STRUCTURED STUDY GUIDES

22. STUDENT HAS DIFFICULTY TAKING NOTES.
    - PROVIDE 'WHAT YOU NEED TO KNOW' CHARTS
    - ALLOW STUDENT TO TAKE NOTES USING SKELETAL OUTLINES
    - PROVIDE STRUCTURED STUDY GUIDES

23. STUDENT HAS DIFFICULTY ORGANIZING INFORMATION.
    - PROVIDE STRUCTURED STUDY GUIDES
    - PROVIDE INFORMATION ORGANIZERS
    - USE CONCEPT ACTIVITIES

27. STUDENT NEEDS TO RECEIVE INFORMATION USING THE VISUAL MODALITY.
    - USE INFORMATION ORGANIZERS AS TRANSPARENCIES TO ACCOMPANY LECTURES
    - USE CONCEPT ACTIVITIES AS TRANSPARENCIES TO ACCOMPANY LECTURES
    - PROVIDE SKELETAL OUTLINES TO ACCOMPANY LECTURES
    - GIVE DIRECTIONS ON CHALK BOARD OR ON WORKSHEET

33. STUDENT HAS DIFFICULTY COMPLETING HOMEWORK.
- USE AN INDIVIDUAL PLANNING LOG
- USE A STUDENT SELF PROGRESS RECORD
- USE A PARENT COMMUNICATION LETTER
- USE A STANDARD CONTRACT

34. STUDENT HAS DIFFICULTY COMPLETING IN-CLASS ASSIGNMENTS INDEPENDENTLY.
- USE A STUDENT SELF PROGRESS RECORD
- USE A CHAPTER CONTRACT
- USE AN INDIVIDUAL PLANNING LOG
- LET STUDENT USE COMPUTER, TYPEWRITER, A.V. MATERIALS OR ORAL EXPRESSION
- PROVIDE A WORD BANK OF POSSIBLE ANSWERS
- DIVIDE WORK AMONG PEERS
- REDUCE THE AMOUNT OF READING REQUIRED

35. STUDENT HAS DIFFICULTY STUDYING FOR TESTS INDEPENDENTLY.
- PROVIDE A "WHAT YOU NEED TO KNOW CHART"
- PROVIDE A STRUCTURED STUDY GUIDE
- USE GAMES FOR REVIEW

38. STUDENT HAS DIFFICULTY WRITING LEGIBLY.
- USE INFORMATION ORGANIZERS
- USE MANIPULATIVES
- HAVE PEER SCRIBE FOR STUDENT
- HAVE STUDENT DICTATE ANSWERS INTO TAPE RECORDER
- ALLOW STUDENT TO RESPOND IN ANOTHER WAY: VERBALLY, KINESTHETICALLY, ETC.

45. STUDENT HAS DIFFICULTY APPLYING INFORMATION.
- ASSIGN APPLICATION ACTIVITIES I.E., PROJECTS, LETTERS, INTERVIEWS
- LOWER THE LEVEL OF RESPONSE FROM APPLICATION TO COMPREHENSION, KNOWLEDGE

46. STUDENT HAS DIFFICULTY MAKING COMPARISIONS.
- PROVIDE INFORMATION ORGANIZERS
- PROVIDE STUDENT WITH STRUCTURED STUDY GUIDES
- LOWER THE LEVEL OF RESPONSE FROM ANALYSIS TO APPLICATION
- EMPHASIZE CRITICAL ATTRIBUTES OF ITEMS

53. STUDENT HAS DIFFICULTY DEMONSTRATING ACHIEVEMENT THROUGH WRITTEN TESTS.
- USE THE TEST ADAPTATION GUIDE TO ADAPT TESTS
- ALLOW OPEN BOOK TESTS, TAKE HOME TESTS, ORAL TESTS, PROJECTS, ETC.
- TAPE THE TEST, READ THE TEST, OR HAVE A PEER READ THE TEST
- ALLOW THE STUDENT TO COMPLETE PROJECTS AS AN ALTERNATIVE TO A TEST

56. STUDENT HAS DIFFICULTY DEMONSTRATING ACHIEVEMENT THROUGH WRITTEN ASSMTS.
- USE A STRUCTURED STUDY GUIDE
- USE MANIPULATIVES AS AN ALTERNATIVE TO WRITING
- HAVE STUDENT WORK IN A SMALL GROUP WHERE TASKS ARE DELINEATED BY TEACHER
- PROVIDE A PLANNING GUIDE FOR COMPLETING WRITTEN ASSIGNMENTS

57. STUDENT NEEDS ADJUSTMENTS IN TIME LIMITS OF TESTS.
- ALLOW MORE TIME TO COMPLETE TESTS
- REDUCE THE NUMBER OF TEST ITEMS
- PROVIDE SHORT TESTS MORE FREQUENTLY

62. STUDENT HAS DIFFICULTY ANSWERING COMPLETION QUESTIONS.
- PROVIDE A WORD BANK OF POSSIBLE ANSWERS
- PROVIDE PARTIAL LETTER CLUES FOR MISSING WORDS (S _ _ T _ _)
- DO NOT PENALIZE FOR SPELLING ERRORS

ASSESSMENT ACTIVITIES

TRAINER DIRECTIONS:

- Refer to Transparency L, Assessment
- Explain that each module is designed to provide a variety of learning experiences according to the McCarthy 4MAT System.
- Review the activities for the Assessment Module as they relate to the four types of learners.

ASSESSMENT

Type Four Learner

Application of Experience

Identify a Student's Learning Problems

Type One Learner

Motivating Experience

Take a Learning Style Survey

Type Three Learner

Practice & Personalization

Complete the Learning and Teaching Style Profiles on a Student

Type Two Learner

Presentation & Concept Formation

Listen to a Lecture on Learning Style

INSTRUCTION INTRODUCTION

The purpose of this module is to help participants meet the needs of different kinds of learners through developing and implementing a variety of adapted activities and strategies. Participants will become familiar with the Overview of Adapted Activities which will enable them to broaden their repertoire of teaching strategies.

The adapted activities outlined in this module were developed on various cognitive levels according to Bloom's Taxonomy of Learning. Therefore, the first part of the module is devoted to background information on the cognitive levels.

The second part of the module outlines the adaptation model. This overview of adapted activites includes a description of each kind of activity and the student need for which it was designed. Then each activity is explained in detail, including directions for making and implementing the final product in the classroom. Numerous samples of adapted activities for various grade levels and content areas follow each description. These samples may be used as models when the participants create their own adapted materials. (Additional suggestions for modifying methods of presentation and practice are outlined in the computer program).

After developing an awareness of the various adapted activities, participants will be able to plan specific strategies and create adapted activities to meet the needs of the student identified during the assessment process. By focusing on one student, participants can begin to implement the adapted strategies in their classrooms.

Objectives for the Instruction Module are as follows:

Participants will:

1. Become aware of the Taxonomy of Learning as it relates to the adaptation model
2. Become familiar with the Overview of Adapted Activities
3. Use the model to identify teaching options for the identified student
4. Develop adapted materials for use in the classroom

INSTRUCTION

Content Outline for the Trainer:

I. Instruction Introduction

II. Instruction Activities
- Trainer Directions
- Transparency M — Instruction

III. Taxonomy of Learning
- Trainer Directions
- Handout 13 — Trainer Notes
- Transparency N — Taxonomy of Learning
- Handout 14 — Sample Objectives: Taxonomy of Learning

IV. Activity 5 — Objectives
- Trainer Directions
- Handout 15 — Objectives: Taxonomy of Learning

V. Overview of Adapted Activities
- Trainer Directions
- Transparency O — Adapted Activities
- Handout 16 — Overview of Adapted Activities
- Handout 17 — Structured Study Guide
  Handouts 17a to e — Samples
- Handout 18 — Information Organizer
  Handouts 18a to r — Samples
- Handout 19 — Skeletal Outline
  Handouts 19a to c
- Handouts 20 — What You Need to Know Chart
  Handouts 20a to c — Samples
- Handout 21 — Concept Activity
  Handouts 21a to l — Samples
- Handout 22 — Application Activity
  Handouts 22a to n — Samples
- Handout 23 — Game
  Handouts 23a to j — Samples
- Handout 24 — Manipulative
  Handouts 24a to k — Samples

VI. Activity 6 — Manipulatives for Adapted Activities
- Trainer Directions

VII. Activity 7 — Identification of Adapted Activities
- Trainer Directions
- Handouts 25-32

VIII. Activity 8 — Completion of Individual Option Plan (Instruction)
- Trainer Directions

IX. Activity 9 — Develop Adapted Activities
- Trainer Directions

INSTRUCTION ACTIVITIES

TRAINER DIRECTIONS:

- Refer to Transparency M, Instruction
- Review the activities for the Instruction Module as they relate to the four types of learners
- Note that each participant will have the opportunity to "shine" during the Instruction Module

Transparency M

INSTRUCTION

Type Four Learner **Application** Share Adapted Activities with the Group	*Type One Learner* **Motivating Experience** Discuss Various Learning Problems in the Classroom
Type Three Learner **Practice** Create Adapted Activities	*Type Two Learner* **Presentation** Listen to a Lecture on the Adaptation Model and Become Familiar with Adapted Activities

TAXONOMY OF LEARNING

TRAINER DIRECTIONS:

- Provide participants with Handout 14, Sample Objectives: Taxonomy of Learning
- Use Handout 13, Trainer Notes and Transparency N, Taxonomy of Learning to present a lecture on the Cognitive Levels.

TAXONOMY OF LEARNING

TRAINER NOTES:

The Taxonomy of Learning attempts to classify all of the educational objectives which deal with the recall or recognition of knowledge and the development of intellectual thinking skills and abilities. It can provide a tool for developing educational objectives. By becoming aware of the different levels of thinking, the teacher can design activities to allow for the varying cognitive abilities of their students.

The following is an explanation of each of the cognitive levels in the Taxonomy of Learning:

Knowledge — The student is required to repeat or duplicate what has been said, done or read. It includes the retrieval of facts, concepts or ideas. The emphasis is on remembering, either by recognition or recall of ideas or material. The student must "give back" information.

Comprehension — The student must be able to recognize a concept or process when encountered later or to recall the essential features of a concept or process. The student must demonstrate understanding of learned knowledge and relate it to previous learning. The emphasis is on knowing what is communicated and being able to make some use of the material or ideas. It requires translation and interpretation.

Application — The student must apply rules, principles, generalizations, procedures, laws, etc. to new situations. It includes comparing, relating, discriminating, reformulating and illustrating. This helps the student solve new problems and understand novel situations.

Analysis — The student must break ideas or concepts into smaller parts and see the interrelations. On the basis of understanding, the student should be able to make explanations, give reasons, make predictions, interpret or estimate.

Synthesis — The student is called upon to put the elements and parts back together in a new way to make a whole. The student is asked to solve a problem that requires original, creative thinking. It includes the ability to generalize, reorganize and interpret.

Evaluation — The student is asked to make decisions or judgements on the value of material. This involves critical thinking based on internal and external criteria. Students who can render evaluations really know or understand that which they have been taught.

Adapted from: *Taxonomy of Educational Objectives* by Benjamin Bloom

TAXONOMY OF LEARNING

Cognitive Level	Description
Knowledge	Recognize and recall facts, concepts, ideas
Comprehension	Demonstrate understanding of learned knowledge and relate to previous learning
Application	Use learned knowledge in new situations
Analysis	Break down learned knowledge into parts and see interrelationships
Synthesis	Summarize learned knowledge for use in solving problems
Evaluation	Make decisions or judgements on the value of the material

Adapted from *Taxonomy of Educational Objectives*, by Benjamin Bloom

SAMPLE OBJECTIVES: TAXONOMY OF LEARNING

Cognitive Level	Description	Objectives
Knowledge	Recognize and recall specific facts, concepts, ideas.	Name the three branches of the government.
Comprehension	Demonstrate understanding of learned knowledge and relate it to previous learning.	Complete or make a chart to explain the function of each branch.
Application	Use learned knowledge in new situations.	Participate in a simulation of creating a new law.
Analysis	Take apart or break down learned knowledge into its component parts and perceive the interrelationships.	Compare and contrast the system of checks and balances among the three branches of the government.
Synthesis	Summarize learned knowledge for use in solving a problem.	Use a system of checks and balances to create a set of rules for your school.
Evaluation	Make decisions or judgments on the value of the material based on specific criteria.	Evaluate how well the system of checks and balances works in keeping power distributed equally.

OBJECTIVES

TRAINER DIRECTIONS

- Give participants Handout 15, Objectives: Taxonomy of Learning
- Review the directions and ask participants to complete the activity
- Have participants share their objectives with the whole group

NOTE: This activity may be completed individually or in pairs.

OBJECTIVES: TAXONOMY OF LEARNING

NAME ______________________________ DATE ______________

Directions: Choose a topic and then complete the chart below by designing an objective that is appropriate for each cognitive level. Suggested topics: First Aid Procedures, Alcohol, Drugs and Driving, Physical and Chemical Changes, Safety with Electricity, Political Parties in the States or Making Change.

Topic: ______________________________

COGNITIVE LEVEL	DESCRIPTION	OBJECTIVES
Knowledge	Recognize and recall specific facts, concepts, ideas.	
Comprehension	Demonstrate understanding of learned knowledge and relate it to previous learning.	
Application	Use learned knowledge in new situations.	
Analysis	Take apart or break down learned knowledge into its component parts and perceive the interrelationships.	
Synthesis	Summarize learned knowledge for use in solving a problem.	
Evaluation	Make decisions or judgements on the value of the material based on specific criteria.	

63

OVERVIEW OF ADAPTED ACTIVITIES

TRAINER DIRECTIONS:

- Provide participants with a packet consisting of:
  - Handout 16 — Overview of Adapted Activities
  - Handouts 17 to 24 (including the samples)
- Refer to Transparency O and describe each adapted activity.

NOTE: You may wish to white out the answers on some of the samples and ask participants to try to complete the activities. This offers the direct experience approach.

ADAPTED ACTIVITIES

- Structured Study Guide
- Information Organizer
- Skeletal Outline
- What You Need to Know Chart
- Concept Activity
- Application Activity
- Game
- Manipulative

Handout 16

OVERVIEW OF ADAPTED ACTIVITIES

Activity	The Student Has Difficulty:	The Student Needs:
Structured Study Guide: Provides structure and location clues to help students read for understanding and information.	• Listening to lectures • Taking notes • Organizing information • Participating in class discussion • Reading the text • Using complicated study guides • Completing work independently • Locating information • Recalling information	• Consistent routine • Practice and review • Structure
Information Organizer: Presents information in chart, graph or pictorial form to help students organize information, understand relationships, categorize information, sequence events, or identify cause and effect.	• Listening to lectures • Taking notes • Organizing information • Reading the text • Completing in-class assignments independently • Studying for tests independently • Locating information • Sequencing information • Making comparisons • Understanding relationships	• Visual presentation • Concrete approach • Structure
Skeletal Outline: Provides a visual structure to accompany a lecture or text.	• Listening to lectures • Advance organizers • Organizing information • Reading the text • Completing written assignments • Writing legibly	• Structure • Taking notes • Practice and review
What You Need to Know Chart: Provides a list of important terms and concepts contained in each chapter or unit.	• Organizing information • Reading the text • Completing work independently • Defining new vocabulary • Locating information • Recalling information • Understanding relationships	• Consistent routine • Structure

Handout 16

OVERVIEW OF ADAPTED ACTIVITIES cont.

Activity	The Student Has Difficulty:	The Student Needs:
Concept Activity: Presents abstract concepts in a concrete manner using graphics or advance organizers.	• Listening to lectures • Taking notes • Participating in class discussion • Reading silently • Studying for tests independently • Defining new vocabulary • Recalling new information • Understanding relationships • Understanding abstract concepts	• Visual presentation • Advance organizers • Concrete approach
Application Activity: Encourages students to organize and apply learned information in a structured format, i.e., making a poster, conducting an interview, building a model or making a collage.	• Communicating through written expression • Applying information • Demonstrating understanding through written tests	• Structure • Hands-on activities • Concrete approach • Small group interaction • An alternative to written assignments
Game: Encourages students to practice and review facts and concepts using board games, card games, class interaction games, and puzzles.	• Organizing information • Participating in class discussion • Reading the text • Completing homework • Completing class assignments independently • Studying for tests independently • Recalling information • Applying information	• Positive reinforcement • Small group interaction • Immediate feedback • Hands-on activities • Additional practice and review
Manipulative: Provides a kinesthetic approach for applying, categorizing, and relating information in the form of pocket charts or study cards.	• Taking notes • Organizing information • Reading the text • Completing homework • Completing in-class assignments independently • Studying for tests independently • Writing legibly • Making comparisons • Understanding relationships • Answering completion questions	• Hands-on activities • Visual reinforcement • An alternative to written tests

STRUCTURED STUDY GUIDE

DESCRIPTION

A structured study guide provides structure and location clues to help students read for understanding and information. The material is divided into manageable subsections, presenting key ideas or topics to be mastered. This key information is developed into open-ended statements which closely parallel the wording in the text.

Definitions for vocabulary terms are presented in one of two ways. When the word is unfamiliar or difficult to spell, the student is required to write the word. When a word has an unfamiliar meaning, the student is required to write the definition.

Statement completion requires students to read for meaning and answer in complete sentences. In designing a structured study guide, cloze procedures have been modified. Words are deleted at the teacher's discretion according to the content.

The study guides are organized by the sub-headings or sections in the text and include page clues. These location clues may be eliminated according to student need and progress.

STUDENT NEED

A structured study guide meets the needs of a variety of students. Since the material is divided into manageable subsections, the study guide is ideal for students who need help organizing information. The fill-in-the-blank format is helpful to students with below average memory skills or reading skills. Since the study guides require a minimal amount of writing, they are helpful for students who have difficulty with handwriting skills. The study guides can also serve as a useful review of chapter content for all students.

HOW TO MAKE

1. Identify key ideas and related information.
2. Write open-ended statements using the wording in the text, omitting important information.
3. Choose the appropriate type of statement:
    a. List
    b. Definition
    c. Statement completion
    d. Modified cloze
4. Provide enough space for the students to write the papers.
5. Provide page clues.
6. Organize the study guide according to sub-headings or sections in the text.

HOW TO USE

1. As an advance organizer prior to a lecture
2. To accompany lectures
3. As an independent assignment
4. As a small group activity where peers work in pairs to locate answers
5. As a chapter summary when completed
6. As a study aid
7. As a skill-builder for outlining

CAUTIONS

1. Avoid summarizing too much information.
2. Use the wording in the textbook when possible.

Chapter 2 Looking Into Space (pp. 50-57)
STRUCTURED STUDY GUIDE

DIRECTIONS: Use your book to complete the statements.

PLANET AND MOONS

Changing Ideas

(p. 51) 1. For many years, people believed that the earth was *the center of the universe*.

2. They believed that the sun *moved around the earth*.

3. Nicolaus Copernicus had the idea that the *sun* is the center of the universe.

4. Johannes Kepler was able to prove that *the earth-centered belief was wrong*.

5. The sun and objects that revolve, or *go around* the sun make up our *solar system*.

6. The *planets* and *moons* are some of the objects that revolve around the sun.

The Planets

(p. 52) 1. *Planets* appear to wander away from stars in their background.

2. *Stars* seem to be fixed in their position in the sky.

3. Planets differ in *size*.

4. Most of the *smaller* planets are close to the sun.

(p. 55) 5. All nine planets in the solar system are always moving in an *orbit* or path around around the sun.

6. One trip around the sun is called a *revolution* which is a planet's *year*.

7. The orbits of the planets are somewhat *oval*.

8. So a planet's distance from the sun *changes throughout the planet's year*

(p. 56) 9. Each planet revolves around the sun at a different *speed*.

10. The planets that are closer to the sun *move faster* than those that are farther away.

11. The sun's *gravity* pulls more strongly on the planets *closer* to the sun.

Adapted from: *New Exploring Science*, Laidlaw Brothers, 1982. Grade Level: 6

Chapter 25 Treasures of The Earth (pp. 482-486)
STRUCTURED STUDY GUIDE

DIRECTIONS: Use your book to complete the statements.

REUSEABLE RESOURCES

Kinds of Resources of the earth

(p. 483) 1. Resources are all the natural materials and features of the earth that that help support life and satisfy people's needs.

2. Some resources that can be used over and over again are called reuseable resources. example: air and water

3. Some resources can be replaced as they are used and are called renewable resources. example: trees and farm animals

4. Other resources cannot be replaced as they are used and are called nonreuseable resources. example: soil and land

Water as a reuseable resource

(p. 484) 5. Water can be used over and over again because of something in nature called the water cycle

6. About 70% of the earth's surface is covered by water.

7. As the water in the oceans is heated by the sun, it evaporates.

8. Water then changes and becomes a gas called water vapor which rises and becomes part of the air.

9. Water vapor rises, becomes cooled and helps form clouds.

10. Water vapor collects in clouds, becomes cooled and turns into rain or snow.

11. Water from most rivers and lakes finds its way back to the oceans, allowing water to be used over and over again.

(p. 484-485) 12. Water is made safe for use in homes and industry in water-treatment plants.

(p. 485) 13. After water is used, it must be treated again in sewage-treatment plants before it can be returned to the environment.

Air as a reuseable resource

14. The three most important gases in the air for living things are nitrogen, oxygen, and carbon dioxide.

15. Nitrogen and chemicals from the air are combined to form compounds known as nitrates.

16. Nitrates provide plants with nitrogen they need to grow.

Adapted from: *Experiences In Earth-Space Science*, Laidlaw Brothers, 1983. Grade: Secondary

Chapter 6 Heredity and Genetic Disorders (pp. 163-168)
STRUCTURED STUDY GUIDE

DIRECTIONS: Use your book to complete the statements.

HEREDITY

(p. 164) 1. Heredity is the passing of traits, or qualities from parents to their children.

2. You have inherited, or received, these traits from your parents.

3. Physical traits are traits of the body.

4. Even though your health is affected in many ways by the traits you inherited from your parents, your health can also be changed by good health practices.

(p. 165) 5. The study of heredity is called genetics.

6. There are chromosomes in every cell in your body, which are in the nucleus or center, of every cell in your body.

7. Chromosomes carry the information needed to produce each trait.

8. Chromosomes transfer information from parents to children.

(p. 166) 9. Chromosomes are arranged in pairs.

10. One chromosome in each pair comes from the father and the other comes from the mother.

11. Reproductive means "having to do with the process of having babies".

12. The reproductive cells of men are called sperm. The reproductive cells of women are called eggs.

13. When a single X chromosome in a reproductive cell unites with an X chromosome in another reproductive cell, the child will be female.

14. A male child results when a Y chromosome unites with an X chromosome.

15. All chromosomes are made up of thousands of tiny particles called genes.

16. Genes carry information about a special trait.

(p. 167) 17. Combination of genes often results in combination of traits.

18. If a child inherits two genes for blue eyes, the child will have blue eyes.

19. The stronger gene is called the dominant gene.

20. The weaker gene is called the recessive. gene.

(p. 168) 21. People who have a dominant gene and recessive gene for the same trait are called carriers.

22. People carry a trait without expressing or showing it.

23. Though heredity does much to determine a person's trait so does the person's environment or surroundings.

Adapted from: *Good Health for You*, Laidlaw Brothers, 1983. Grade: 8

Chapter 7 Creating a New Government

Section 1 The Constitution is Written (Pages 121-138) Name ________________

STRUCTURED STUDY GUIDE

DIRECTIONS: Study the following statements and use your book to fill in the missing words.

(p. 121) 1. The Philadelphia Convention in 1787 was held to *strengthen the Articles of Confederation*

2. An agreement in which both sides give up some demands is called a *compromise*

(p. 122) 3. According to the Virginia Plan, the number of persons elected to Congress from each state would be based *on the number of people in that state*.

4. The *New Jersey Plan* was written to protect the interests of the smaller states. Each state would have an *equal number of representatives* in Congress.

5. A lawmaking body that has two houses is called a *bicameral legislature.*.

6. Congress was to be made up of two houses — the *House of Representatives* and the *Senate*.

(p. 123) 7. Ratification of the Constitution meant *approval by the states*.

8. *Federalists* supported the Constitution because they wanted a strong central government.

(p. 124) 9. *Anti-Federalists* were against the Constitution because they feared a powerful central government.

10. Some states ratified the Constitution only after being promised that list of freedoms called a *Bill of Rights* would be immediately added to the Constitution upon ratification.

Adapted from *The Challenge of Freedom*, Laidlaw Brothers.

Chapter 15 Truman, McCarthy and Korea (pp. 324-329)
STRUCTURED STUDY GUIDE

DIRECTIONS: Complete the statements below:

Section 1. The Formation of Cold War Policy

A. American Attitudes Change

(p. 325) 1. Prior to World War II, the spirit was *isolation*.

2. By the end of 1947, there was a shift toward *internationalism*.

3. This shift to internationalism was *bipartisan*, which means supported by two parties.

B. Cold War Attitudes

(p. 326) 1. Appeasement means *to satisfy or concede to the demands of a nation.*

2. Because of its power, the United States had world responsibilities to *stop aggression*.

3. Communism was *expansive* in nature.

4. It promised *power* and *success* to the lower classes of people.

5. The hope of resisting international communism was through rebuilding *Europe*, especially Germany.

6. This policy was known as *containment* which means *holding the line against Russian advances in Europe through economic and military alliances.*

C. The Truman Doctrine

(p. 326) 1. Truman was proposing a diplomatic *umbrella* over free peoples.

2. This amounted to a pledge by America to resist *Communism* around the globe.

D. The Marshall Plan

1. Secretary of State George Marshall called for a massive *infusion* of money to rebuild Europe.

2. So Congress approved $17 million in the *Marshall Plan* aid to Western Europe, including Germany.

E. The Berlin Blockade

(p. 328) 1. Stalin ordered a *blockade* of all roads and canals into Berlin.

2. Stalin hoped to use *Berlin* as a bargaining lever.

F. The Berlin Airlift

1. The Truman Administration felt that sending an armed *convoy* through the blockade risked *war*.

2. The method finally worked out was a massive *airlift* to feed and supply two million people in Berlin.

G. The Birth of NATO

(p. 329) 1. In April 1949, twelve nations signed the pact creating the *North Atlantic Treaty Organization* (NATO).

2. This treaty established a line of *containment* opposite the Iron Curtain from *Norway* to *Italy*.

3. *Greece* and *Turkey* were added later.

H. The Formation of Two Germanies

1. The American, British and French zones of occupation were combined into the *Federal Republic of Germany*.

2. Soviet authorities set up the *German Democratic Republic* in its zone.

I. The Fall of China

1. Chiang Kai-shek's *Nationalist* government was too unpopular and corrupt to withstand the Communists.

2. In December, 1948, he fled to the island of *Formosa* (Taiwan).

3. This forced the American government to take a new look at the concept of *containment*.

*Adapted from *History of the United States from 1877,* Holt Rinehart, Secondary

Handout 18

INFORMATION ORGANIZER

DESCRIPTION

An information organizer presents information in chart, graph or pictorial form to help students draw conclusions, identify cause and effect, categorize ideas, sequence events, show relationships, and organize thoughts. It can help students learn vocabulary or understand broad concepts and important ideas embedded in a large body of information. By considering units of meaning rather than single words in isolation, information becomes more meaningful to the student.

There are several types of information organizers: charts, graphics and timelines. The most common is a **chart with a word or sentence bank.** This type of information organizer is useful for comparing related ideas. A word or sentence bank is provided for those students who have memory or spelling problems. Students select information from the bank and write it in the appropriate categories. Page clues may be included to assist in locating the information in the text. Both word banks and page clues may be eliminated according to student need and progress.

Another type of information organizer is a **graphic** with partial information. Graphics are used to depict large amounts of information in a different way. Sometimes the graphic itself is a clue to the meaning of the information since it provides a more concrete representation of abstract ideas. Partial clues are often given and the student may use the text to locate specific facts.

Timelines are useful types of information organizers when the facts presented relate to a specific time period or must be remembered chronologically. One unique type of timeline in a calendar which requires the students to provide specific information to complete a global view of a particular time period.

Information organizers present information in short, meaningful segments and may summarize several paragraphs or pages of information in the text. A brief introductory statement taken directly from the text may be included followed by clear, concise directions and examples, when appropriate.

STUDENT NEED

An information organizer provides a visual approach to accompany auditory input. Therefore, it is useful for students who have difficulty listening to lectures, taking notes, organizing information, reading the text and studying for tests. Students experiencing difficulty comprehending on a higher thinking level such as making comparisons, understanding relationships, or drawing conclusions, would also benefit from using information organizers. Students who have handwriting problems or difficulty locating information may be given a completed information organizer. Many of the information organizers can be made into manipulatives for students who learn best by doing.

HOW TO MAKE

1. Identify the information to be organized.
2. Choose one of the following formats:
    a. A **chart** with a word or sentence bank
    b. A **graphic** with partial information
    c. A **timeline** or calendar
3. Design the activity.
4. Provide page clues.
5. Write a brief lead-in sentence to introduce the topic.
6. Write clear, concise directions.
7. Provide examples when appropriate.

HOW TO USE

1. As a transparency to accompany a lecture or discussion.
2. As a worksheet for an in-class assignment.
3. As additional practice for students who need repetition.
4. As a manipulative.

CAUTIONS

1. Avoid including too much information or too many ideas on a page.
2. Place the word bank at the top of the page.

Handout 18a

Chapter 2 Introducing Metals (pp. 19-20)

INFORMATION ORGANIZER: MECHANICAL PROPERTIES OF METALS

Introduction: Metals have different characteristics called properties. Mechanical properties are characteristics shown by metals when outside forces are applied to them.

Directions: Use the word bank below to help you match each mechanical property with the correct explanation. Write the name of each mechanical property next to the appropriate explanation.

hardness
hardenability
brittleness
ductility
malleability
toughness
machinability

MECHANICAL PROPERTIES	EXPLANATION OF PROPERTIES
ductility	the property of a metal to be bent rolled or changed in shape without breaking
malleability	permits metal to be hammered or rolled into shape without breaking
toughness	ability to withstand sudden shock without breaking
hardenability	property of a metal to harden uniformly and completely to its center
machinability	ease with which metals may be cut by a machine tool
brittleness	how easily a metal will break with little or no bending
hardness	resistance to penetration of other metals

Adapted from: *Metalworks Technology and Practice*, McKnight Pub. Co., Bloomington, Ill, 1982, Grade Level: Secondary

UNIT 2 MATTER

Chapter 6 Atoms and Elements (pp. 117-120)

INFORMATION ORGANIZER: THE ATOM

Introduction: All matter is made up of particles called atoms. An atom is made up of three basic parts. These parts are the *electron*, the *proton*, and the *neutron*.

DIRECTIONS

Complete the chart below using the phrase bank to identify the properties of electrons, protons, and neutrons. Place the number of the phrases under the correct part of the atom.

PHRASE BANK

1. has a positive charge
2. has a negative charge
3. has no charge
4. has little mass (weight)
5. has about the same mass (weight) as a proton
6. whirls around the nucleus
7. is one part of the nucleus (center) of an atom
8. has energy because it moves around the nucleus
9. is the atomic number

ELECTRONS	PROTONS	NEUTRONS
2	1	3
4	8	5
6	10	7
9		

*Note to teacher: *This activity may be modified into a manipulative.*

Adapted from: Experiences in Physical Science, Laidlaw Brothers, 1983. Grade Level: Secondary.

Handout 18c

Lesson 53 The Fathers of Modern Art (pp 136-137)

INFORMATION ORGANIZER: THE FATHERS OF MODERN ART

Introduction: Three avant-garde (people who create new, original ideas) artists introduced new styles to the world of art in the nineteenth century.

DIRECTIONS

Use the word bank below to match the artist and facts about them to the pictures they painted. Write the name of the artist of the facts about him under each picture.*

WORD BANK

Van Gogh
Paul Gauguin
Paul Cezanne

- paintings done in lines of thick, bright colors
- used soft and quiet colors
- went to Pacific Island of Tahiti
- painted hot, bright colors
- painted best pictures in south of France
- pictures seem to be cut out of something solid

*Note to teacher: *Copy picture or write its name in box.*

	VIEW AT AUVERS	*MONT SAINTE-VICTOIRE*	*THE YELLOW CHRIST*
Artists	*Van Gogh*	*Paul Cezanne*	*Paul Gauguin*
Facts	*1. painted best picture south of France. 2. Done in lines of thick, bright colors.*	*1. picture seemed to be out of something solid. 2. used soft and quiet colors*	*1. went to Pacific island of Tahiti to paint. 2. painted hot, bright colors.*

Adapted from: *Choosing and Expressing*, Benefic Press, 1977. Grade: Secondary

Unit 2 Weather and You (pp. 74-75)

INFORMATION ORGANIZER: LOOKING AT CLOUDS

Introduction: Clouds are often used to forecast the weather. Different kinds of clouds often show what kind of weather may be moving toward you.

DIRECTIONS

Write the cloud descriptions below under the name of each kind of cloud. Then draw a picture showing what the clouds look like.

CLOUD DESCRIPTION	
• dark, gray • thin layers • moisture in air • rain or snow may come soon • little humidity in air • low and flat	• piles of white cotton • rain may come soon • high in sky • curly looking • fair day

CUMULUS CLOUDS	NIMBUS CLOUDS	STRATUS CLOUDS	CIRRUS CLOUDS
• *piles of white cotton* • *fair day* • *little humidity*	• *dark gray* • *rain may come*	• *thin layers* • *moisture in air* • *low and flat*	• *high in sky* • *rain or snow may be coming soon*

Adapted from: *The New Exploring Science*, Laidlaw Brothers, 1982. Grade Level: 4

Handout 18e

Chapter 24-6 Structure of a Flower (pp. 390-391)

INFORMATION ORGANIZER

DIRECTIONS: Write the names of each part of the flower next to the definitions below. Use the WORD BANK to help you.

WORD BANK — PARTS OF A FLOWER

pistil
stigma
style
ovary
pedicel
petals
anther
stamen
filament
corolla
sepals
receptacle
calyx

1. ______________________ supports the flower and connects it to the stem of the plant.
2. ______________________ is the expanded end of the pedicel to which other flower parts are attached.
3. ______________________ are leaflike structures that form a ring around the base of the flower.
4. ______________________ the complete circle of sepals.
5. ______________________ are found within the sepals.
6. ______________________ is the complete circle of petals.
7. ______________________ are called the male reproductive organs.
8. ______________________ saclike structure where pollen is formed.
9. ______________________ supports the anther.
10. ______________________ are called the female reproductive organs.
11. ______________________ receives the pollen.
12. ______________________ supports the stigma.
13. ______________________ is at the base of the pistil and contains the ovules.

*Adapted from Biology, *The Study of Life*, Cebco Standard Company, 1983, Secondary

Chapter 3 The English Colonies in North America

Name ________________________

Information Organizer Settlement of the Original Thirteen Colonies (Pages 55–58)

Directions. Write the names of the thirteen colonies listed below in the correct column of the first chart. Then read the descriptions of the colonies and write each description in the correct column of the second chart. Use the map on page 57 in your book to help you find the information.

COLONIES

Georgia
New York
Virginia
New Hampshire
Pennsylvania
Massachusetts Bay Colony
New Jersey
North Carolina
Delaware
Maryland
Connecticut
South Carolina
Rhode Island

NEW ENGLAND COLONIES	MIDDLE COLONIES	SOUTHERN COLONIES
Connecticut	*New Jersey*	*Georgia*
New York	*Delaware*	*South Carolina*
Massachusetts	*Pennsylvania*	*North Carolina*
New Hampshire	*New York*	*Virginia*
		Maryland

DESCRIPTIONS

Jamestown was the first permanent English colony.

The Puritans founded the Massachusetts Bay Colony.

Religious freedom was set forth in the Toleration Act.

William Penn, an English Quaker, founded the colony of Pennsylvania.

The Pilgrims settled Plymouth.

Maryland was settled by Lord Baltimore.

The Quakers settled here.

A place for English prisoners was founded here.

These colonies were settled by people who wanted religious freedom.

DESCRIPTIONS OF COLONIES

NEW ENGLAND COLONIES	MIDDLE COLONIES	SOUTHERN COLONIES

*Adapted from *The Challenge of Freedom*, Laidlaw Brothers

Handout 18g

Unit 5 Life Cycles (pp. 227-229)

INFORMATION ORGANIZER: Life Cycle of Frogs

DIRECTIONS: Use the calendar below to help you record and complete the experiment on page 229.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	step 1) fill a bucket with water let stand 2 days		*step 2 & 3) line bottom of tank with gravel—filled with water. Put in plants and frog eggs.*	
			step 4) eggs hatch. Hold spinach and tub-fex for food.	*fed tadpoles*
	hind legs appear		*front legs appear*	*tail shrinks*

What things did you learn about the life cycle of a frog? *About two weeks after fertilization the frog eggs hatch. Tadpoles do not look like adult frogs.*

Adapted from: The New Exploring Science, Laidlaw Brothers, 1982. Grade Level: 6

Chapter 17 The Struggle for the Union

Name ____________________

Information Organizer Civil War Calendar (Pages 296-305)

Directions. For each Civil War battle in the calendar below fill in the generals for the Union and the Confederacy, and the winner. After completing the calendar, count the victories for each side and write the total in the scoreboard below. Some of the information is filled in for you.

APRIL 1861 *(p. 296)*	**JULY 1861** *(p. 296)*	**FEBRUARY 1861** *(p. 299)*	**MARCH 1862** *(p. 299)*	**APRIL 1862** *(p. 299)*
Battle: Fort Sumter Union general: Anderson Confederate general: Beauregard Winner: Confederacy	Battle: Bull Run/Manassas Union general: McDowell Confederate generals: Beauregard, Jackson Winner: Confederacy	Battle: Forts Henry and Donelson Union general: Grant Winner: Union	Battle: Monitor and Merrimac Union general: McClellan Winner: Union	Battle: Shiloh Union general: Grant Confederate general: Johnston Winner: Union
JUNE 1862 *(p. 299)*	**AUGUST 1862** *(p. 299)*	**SEPTEMBER 1862** *(pp. 299-300)*	**MAY 1863** *(p. 304)*	**JULY 1863** *(p. 304)*
Battle: 7 Days Battle Union general: McClellan Confederate generals: Lee, Jackson Winner: Confederacy	Battle: 2nd Bull Run/Manassas Confederate generals: Lee, Jackson Winner: Confederacy	Battle: Antietam Union general: McClelland Confederate general: Lee Winner: Union	Battle: Chancellorsville Confederate general: Lee Winner: Confederacy	Battle: Gettysburg Union general: Meade Confederate general: Lee Winner: Union
NOVEMBER 1863 *(p. 304)*	**AUGUST 1864** *(p. 305)*	**SEPTEMBER 1864** *(p. 305)*	**DECEMBER 1864** *(pp. 305-306)*	**APRIL 1865** *(p. 306)*
Battle: Chattanooga Union general: Grant Winner: Union	Battle: Mobile Union general: Farragut Winner: Union	Battle: Atlanta Union general: Sherman Winner: Union	Battle: Savannah Union general: Sherman Winner: Union	Battle: Petersburg Union general: Grant Confederate general: Lee Winner: Union

CALENDAR SCOREBOARD

Union victories 10 Confederate victories 5

*Adapted from *The Challenge of Freedom*, Laidlaw Brothers
ADAPT: A Developmental Activity Program for Teachers
Allegheny Intermediate Unit

Chapter 37 Years of Turmoil

Name ____

Information Organizer Vietnam War Calendar 1 (Pages 646–649)

Directions. Use the drawings and the information in your book to fill in the blanks for each square of the calendar.

LATE 1950's The Vietcong tried to take over South Vietnam. They were helped by *North Vietnam*. North Vietnam was aided by the *Soviet Union* and by *Communist China*. South Vietnam was aided by the United States. (p. 646)	**EARLY 1960's** The United States began to increase its military aid to South Vietnam. The Americans acted only as *Military advisors* and did not fight against the Vietcong. (p. 647)	**1964** Two United States warships were attacked by North Vietnamese torpedo boats in the *Gulf of Tonkin*. American planes *bombed North Vietnam* and American soldiers were ordered to fight against the Vietcong. (p. 647)
1965–1968 President Johnson sent more *soldiers* and war good to South Vietnam. American planes bombed North Vietnam and areas of South Vietnam held by the *Vietcong* (p. 647)	**LATE 1960's** Many college students opposed the war in Vietnam. Anti-war *marches* took place in several major American cities. (p. 648)	**1968** President Johnson ordered a halt to most of the bombing of North Vietnam. Peace talks began in *Paris*. President Johnson stated he would not seek *re-election* (p. 649)

North Vietnam was aided by the ____ and ____ (p. 646).

South Vietnam was given help by the ____ (p. 646).

Adapted from *The Challenge of Freedom*. Laidlaw Brothers
ADAPT A Developmental Activity Program for Teachers
Allegheny Intermediate Unit

Chapter 9 The Early Years of the Republic

Name ____________________

Information Organizer The War of 1812 (Pages 162–165)

Directions. Some causes and results of the War of 1812 are listed in the sentence bank below. Decide if each sentence is a cause or a result of the war. Then write each sentence in the correct column of the chart.

SENTENCE BANK

Britain seized sailors from American ships.
The war ended British impressment of American soldiers.
America became a major trading power.
Many Americans believed that the United States could easily defeat the British.
Britain blockaded the European coast and stopped trade.
The war helped Americans win European respect.

THE WAR OF 1812

1800 1812 1815

CAUSES

RESULTS

Adapted from *The Challenge of Freedom*, Laidlaw Brothers
ADAPT: A Developmental Activity Program for Teachers
Allegheny Intermediate Unit

Handout 18

Chapter 4 — Anglo America

INFORMATION ORGANIZER — Regions in the Land (p. 78-80)

DIRECTIONS: Complete the chart below. The first one has been done for you.

Region	Where	Land	Climate	Cities	Industries
Atlantic Coastal Plain	Cape Cod and Long Island to Mexico, to Ohio River which flows into the Mississippi	Low and flat with rolling hills, swamp-coast, slow moving rivers, heavily wooded	Rainy, long hot summers and short, mild winters	Houston, Dallas, New Orleans, Miami	Tourism, manufacturing and agriculture
Piedmont				Philadelphia, Baltimore, Richland, Atlanta and Washington	
Appalachian Highlands	West of the Piedmont. From Alabama to Newfoundland				
Canadian Shield		Heavily forested area of rocky plateaus, lakes, swamps and hills			

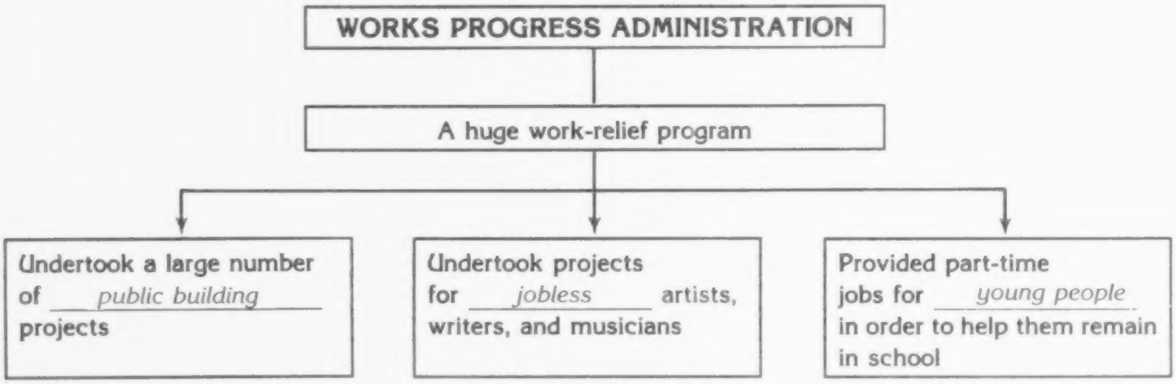
*Adapted from *World Geography*, SRA, 1980, Secondary

Chapter 30 The New Deal and the Continuing Depression

Name ____________________

Information Organizer Solutions to the Problem of Unemployment (Pages 532–533)

Directions. Complete the flow charts on the Works Progress Administration and the Social Security Act. Use your book to fill in the information below.



WORKS PROGRESS ADMINISTRATION

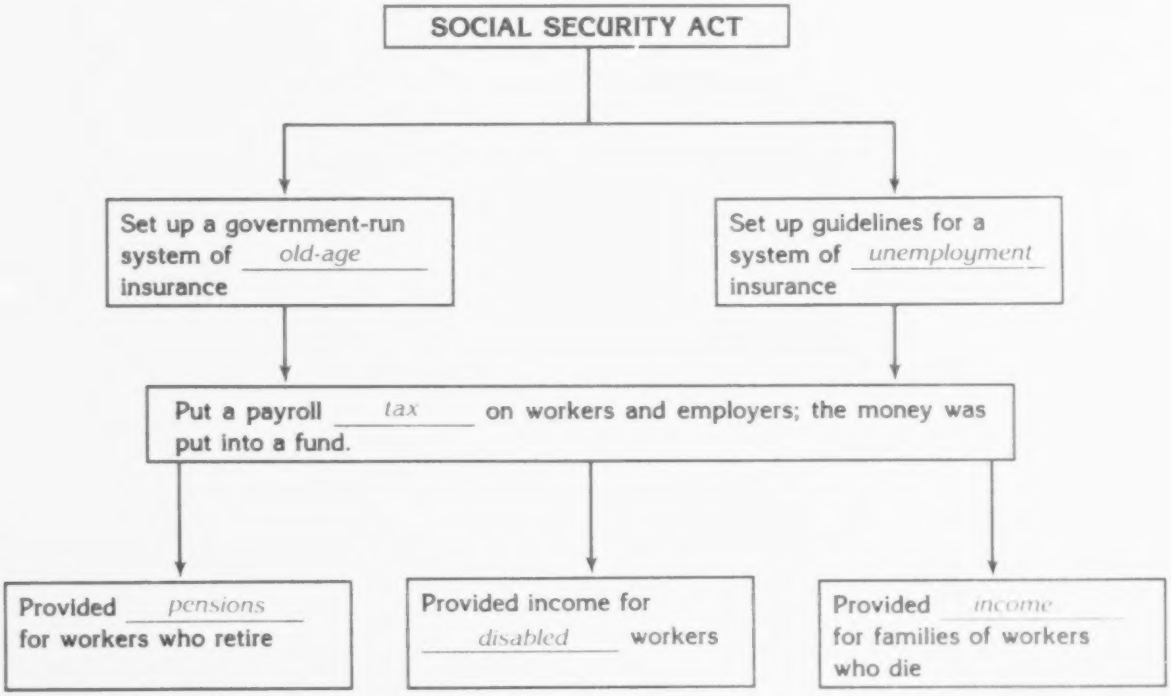
A huge work-relief program

Undertook a large number of *public building* projects

Undertook projects for *jobless* artists, writers, and musicians

Provided part-time jobs for *young people* in order to help them remain in school

The WPA was not a permanent solution to the problems of unemployment, so the Social Security Act addressed this matter.



SOCIAL SECURITY ACT

Set up a government-run system of *old-age* insurance

Set up guidelines for a system of *unemployment* insurance

Put a payroll *tax* on workers and employers; the money was put into a fund.

Provided *pensions* for workers who retire

Provided income for *disabled* workers

Provided *income* for families of workers who die

Adapted from *The Challenge of Freedom*, Laidlaw Brothers

Adapted from *The Challenge of Freedom*, Laidlaw Brothers
ADAPT: A Developmental Activity Program for Teachers
Allegheny Intermediate Unit

Chapter 23 Into the Twentieth Century

Name ____________________

Information Organizer Relations With Cuba (Pages 418–419)

Directions. Look at the diagram below illustrating the changes in Cuban-American relations from the 1840's to 1894. Use your book to help you fill in the blanks.

START

1 Americans invested money in Cuban *sugar plantations*

2 Cuba became a *one-crop* country since most of the economy depended on sugar.

3 Cuba depended on the *American Market* for sale of its sugar.

4 Congress passed the *McKinley Tariff* in 1890, making Cuban sugar free of import duties.

5 Cuban sugar sold well in the United States and the Cuban *economy* grew to an all-time high.

6 In 1894 Congress passed the *Wilson Gorman Tariff* which put a 40 percent charge on Cuban sugar in order to help American sugar growers.

7 Americans bought little Cuban sugar because its *price* was so high.

8 With little demand for Cuba's sugar, most Cubans had no *work* no *money* and little *food*

9 As a result, Cuba suffered and experienced political *disorders*

STOP

Handout 18n

Chapter 2 Good Mental Health for Your Lifetime (p. 42-69)

INFORMATION ORGANIZER: The Road to Recovery

Introduction: Mental illness is the opposite of good mental health. There are many different types of mental illness. A mental illness can be minor and easily cured or severe and difficult to cure.

DIRECTIONS: Use pp. 58-67 in your book to help you find the treatment for each type of mental illness.

MENTAL ILLNESS	**TREATMENT** *(p. 61)*
1. Anxiety neurosis: Neurotically anxious people are in a state of worry and uncertainty at all times without a clear cause.	1. *Anxiety Neurosis is often treated with a combination of tranquilizing drugs and psychotherapy.*
2. Schizophrenia: a schizophrenic person withdraws from the real world at times.	2. *Schizophrenia is often treated with a combination of drugs and psychotherapy.*
3. Paranoia: A paranoid person blames all of his or her troubles on others.	3. *The treatment for paranoia involves gradually rebuilding the paranoiac's self concept.*
4. Acute Depression: A depressed person feels helpless for long periods of time.	4. *Antidepressant drugs and psychotherapy can help overcome depression.*
5. Suicide: A suicidal person thinks about death and may try to commit suicide.	5. *A suicide hot line helps people who are thinking about suicide.*

Adapted from: *Good Health For You*, Laidlaw Brothers, 1983. Grade Level: 8

Handout 18o

Chapter 10 The Byzantine and Islamic Civilization (p. 196)

INFORMATION ORGANIZER: ISLAM

DIRECTIONS: On page 196 read about the five pillars, i.e., (duties of the Muslim who practice the Islamic religion). Then complete the statements given below. Use the word bank above to help you.

ISLAM

Muhammed
ground
charity
prayers
Ramadan
one God
poor
aged
sick
month
once in a lifetime
Muslim
God's prophet
five times each day
fast
ceremonies
Mecca

1. Muslims must believe in *one God* and that *God's prophet* was *Muhammed*.

2. Muslims are required to pray *five times a day*. During prayer time, Muslims must face *Mecca*, kneeling with their foreheads touching the *ground*.

3. Muslims must share what they have with the *poor*. This is called *charity*.

4. Faithful Muslims are required to *fast* during the month of *Ramadan*. All except the *sick* and *aged* must not eat or drink between sunrise and sunset during the *month*.

5. *Each* *Muslim* *must make a journey to Mecca at least* *once in a lifetime*. They must say certain *prayers* and follow certain prescribed *ceremonies*.

THE FIVE PILLARS

Adapted from: *Achievement Through the Ages*, Laidlaw Brothers, 1985. Grade: Secondary

Home Economics

INFORMATION ORGANIZER: Scrambled Recipes

DIRECTIONS: Look at the sample recipe below, noting the order in which a recipe is written. Then unscramble the next two recipes, placing the steps in the correct order. Choose one of the recipes and try it.

TACOS

Ingredients:
1 cup ground beef
8 prepared shaped taco shells or 6 inch corn tortillas
2 cups shredded lettuce
½ cup shredded cheddar cheese
1 large tomato, chopped coarse
¼ cup chopped fresh or canned serrano or jalapeno chilies (optional)

For each taco: Place 2 tablespoons cooked ground beef across bottom of taco shell. Top with ¼ cup lettuce, then 1 tablespoon cheese. Sprinkle with chopped tomato and chili. Serve immediately. Makes 4 servings.

ENCHILADAS

5 Pour remaining sauce over enchiladas; sprinkle with cheese. Cover pan with foil. Bake in preheated 350° oven 15 minutes or until cheese melts and enchiladas are heated through. Makes 4 servings.

3 Heat each tortilla on hot ungreased griddle or in heavy skillet over medium-high heat, turning once, until soft, about 30 seconds. Dip into sauce to coat; place on board or waxed paper.

4 Place generous tablespoon cooked ground beef down center of tortilla; tightly roll. Place seam aside down in prepared baking dish. Repeat with remaining tortillas.

2 Spoon ¼ cup enchilada sauce in bottom of 13 x 9 x 2 inch baking pan; set aside. Pour remaining sauce in pie plate or shallow bowl.

1 Ingredients:
1 can (10 oz.) enchilada sauce
8 6-inch corn tortillas
¾ cup cooked ground beef
1 cup shredded cheddar-type cheese,
jalapeno-pepper slices,
shredded lettuce,
avocado slices and
ripe olives for garnish (optional)

BURRITOS

5 Place seam side down in baking pan.

3 Place ¼ cup ground beef slightly below center. Spoon 2 tablespoons beans, ¼ cup lettuce, 1 tablespoon chopped tomato and 2 tablespoons cheese over.

1 Ingredients:
8 10-inch tortillas
2 cups cooked ground beef
1 cup pinto, red kidney, or blackbeans
2 cups shredded lettuce
1 medium tomato chopped
1 cup shredded cheese

6 Bake in preheated 350° oven 15 minutes or until heated through. Serve with additional salsa, if desired. Makes 8 burritos.

2 Heat each tortilla on hot ungreased griddle or in large skillet over medium-high heat, turning once, until soft, about 1 minute.

4 Fold up bottom to cover filling; fold sides toward center, then roll up bottom.

Chapter 19 A New Order

Name ______________________________

Information Organizer The Rise of the Southern Democrats (Pages 346–347)

Directions. Fill in the blanks in the diagram below to show how Democrats in the South had "stepped up" to power again by 1877.

THE RISE OF THE SOUTHERN DEMOCRATS

9 By 1877 all southern states were controlled by *the Democratic party*

8 Democrats gained the votes of *ex-Confederates* whose political rights were restored in 1872.

7 Black support for *the Republicans* was ended by economic pressure and violence.

6 A *poll* tax was introduced in Georgia to stop blacks from voting.

5 Violence against blacks was carried out by secret organizations, such as the *Ku Klux Klan*

4 Southern Democrats witheld credit and stopped renting land to blacks who *voted*

3 Southern Democrats were against blacks playing any part in *political life*

2 When each new state was readmitted to the Union, southern Democrats worked to gain control of the *state governments*

1 All southern states were readmitted to the *Union* with the Republican Reconstruction state governments.

Adapted from *The Challenge of Freedom*, Laidlaw Brothers

Composing Music (p. D-10)

INFORMATION ORGANIZERS: Sonata Allegro Form

Introduction: The first movement of the symphony is called the Sonata Allegro Form which usually has three parts.

DIRECTIONS: Study the picture below and use page D-10 in your text to fill in the blanks. Then complete the sentences below:

The three parts of the Sonata Allegro Form

1. EXPOSITION	Presents *main theme*. Ends with a *codetta* or ending.
2. DEVELOPMENT	Development of *musical* ideas.
3. RECAPITULATION	Main theme is *repeated* followed by a *coda*.

Sentences

1. The first movement of a symphony usually has *three* parts.
2. The form of the first movement is called *Sonata Allegro Form*.

Adapted from: *The Spectrum of Music With Related Arts*, Macmillan Pub. Co., Inc. 1979.
Grade: Secondary

Handout 19

SKELETAL OUTLINE

DESCRIPTION

A skeletal outline helps to organize information from a lecture or discussion into a partial outline to be completed by the student. It provides a format for recording important information and a guide for taking notes. The outline can serve as an aid for studying and reviewing for tests.

STUDENT NEED

A skeletal outline is useful for students who have difficulty taking notes, organizing information, outlining independently and studying for tests. It is also beneficial for students with handwriting problems since the outline is partially written. When using a skeletal outline, students are better able to attend to oral discussions or lectures instead of expending energy taking notes.

HOW TO MAKE

1. Develop a completed outline to follow the textbook, a specific lecture or discussion.
2. Use the same numbering system and include letter, word or phrase clues.
3. Provide a copy of the outline for the student to complete during the oral presentation.
4. Have the student copy the skeletal outline from the board during a lecture.
5. Give a completed outline to students with severe handwriting problems or allow them to copy the teacher's or classmate's notes.

HOW TO USE

1. To accompany a lecture or class discussion
2. To review for a test
3. To study for a test
4. To prepare a student for class discussion
5. In place of a structured study guide for more capable students

CAUTIONS

1. Avoid including too much information at one time
2. Use a systematic numbering system

Handout 19a

Chapter 11 Jacksonian Era (pp. 189-94)

SKELETAL OUTLINE

DIRECTIONS: Complete the outline below

I. A Growing Democracy

A. The states that entered the Union between 1828 & 1837 were: *(p. 189)*

1. A*rkansas*
2. M*ichigan*
3. W*isconsin*
4. T*exas*

B. The groups who did not have voting rights were: *(p. 190)*

1. I*ndians*
2. W*omen*
3. S*laves*

II. Effect of Democratic Reform

A. The two voting that developed in the early 1800's were: *(p. 190)*

1	*northern*	*factory*	*workers*
2.	*middle class*	*western*	*farmers*

SECTION 2 — ECONOMIC SECTIONALISM

I. Northern Economic Interests

A. Two major goals of Clay's American System were *(p. 194)*

1. *bind Americans together through a network of roads and canals.*
2. *higher tariffs on European goods*

Chapter 6 Heredity and Genetic Disorders (pp. 163-168)

SKELETAL OUTLINE

DIRECTIONS: Complete the outline below.

I. Heredity

A. Inherited traits include:

1. *The color of your eyes.*
2. *The shape of your nose.*
3. *The size of your feet.*

B. Two ways your health is affected by the traits you inherit are:

1. *Inherited physical traits that affect your health.*
2. *Inherited physical traits that determine what you look like.*

II. How Heredity Works

A. The two functions of chromosomes are:

1. *To carry the information needed to produce traits.*
2. *To transfer the information from parents to children.*

B. A female child results when:

A single X chromosome in a reproductive cell unites with an X chromosome in another reproductive cell.

C. A male child results when a:

Y chromosome unites with an X chromosome.

D. The two kinds of genes are:

1. *Dominant genes*
2. *Recessive genes*

E. Environmental effects which determine a person's traits include:

1. *Adequate balanced diet*
2. *Enough rest and exercise*
3. *Opportunities to express a talent*

Adapted from: *Good Health for You*, Laidlaw Brothers, 1983. Grade: 8

SKELETAL OUTLINE

DIRECTIONS: Complete the outline below.

Living Things in an Ecosystem

I. Freshwater Ecosystem

(p. 20) A. The characteristics of living things in a Freshwater Ecosystem are

1. Algae
   a. *make rocks look green*
   b. *do not have stems or roots*
   c. *get what they need to live and grow from water and from the sun*
2. Insects
   a. *live on the rocks*
   b. *have strong legs that cling to rocks*
   c. *this keeps them from being washed away*
3. Fish
   a. *have gills that help them breathe in water*
   b. *feed on algae or young insects found in water*
   c. *bigger fish eat smaller fish*

(p. 22) B. The changes in a Freshwater Ecosystem are

1. *a stream may become deeper*
2. *a stream may slow down and widen*
3. *a stream may dry up*
4. *beavers change a pond or stream when they build a dam*
5. *a dam makes the pond deeper*

(p. 23) C. The characteristics of food webs in a Freshwater Ecosystem are

1. *animals are found near the food they eat*
2. *some animals eat plants*
3. *other animals eat the animals that eat the plants*
4. *a food chain is a chain of living things in which each feed upon another*
5. *a food web is a web formed as food chains become parts of their food chains in an ecosystem*

Adapted from *The New Exploring Science*, Laidlaw Brothers, 1982. Grade Level: 6

WHAT YOU NEED TO KNOW CHART

DESCRIPTION

A "What You Need To Know Chart" is a list of terms and concepts found in each chapter or unit. Memory clues are provided by the categorization of words according to headings such as persons, people, places, events, publications, laws, theories, concepts, actions, etc. The chart is designed to include page clues and adequate space to write the definition or explanation of each word. It is useful for presenting new words or as a review for tests.

STUDENT NEED

A "What You Need To Know Chart" is designed for students who have difficulty locating, organizing, and categorizing information. Memory skills are also enhanced by the use of these structured charts. For students who have poor handwriting skills or have difficulty locating and organizing information, provide a completed chart.

HOW TO MAKE

1. Select the important terms and concepts students need to know
2. Arrange the terms into categories
3. Make a chart listing the terms under the appropriate category
4. Write the page where the definition is given
5. Provide adequate space following each term for the student to write the definition or explanation
6. Write the definition or explanation for students who have poor handwriting skills or difficulty locating and organizing information

HOW TO USE

1. To present new vocabulary prior to reading the text
2. To review vocabulary
3. To accompany a lecture or discussion
4. To study for tests
5. As a small group activity

CAUTIONS

1. Require students to locate only the most important words
2. Be sure to test students only on the words presented

Chapter 11 Jacksonian Democracy (pp. 200-204)
What You Need To Know

DIRECTIONS: Read the pages in your text and write the meaning of each word in the space provided.

Vocabulary	Page	Write the meaning of each word below
CONCEPTS		
Utopian Movement	200	
reform	200	
PUBLICATIONS		
Liberator	201	
PEOPLE		
Mary Lyon	202	
Horace Mann	202	
Dorothea Dix	204	
SYSTEMS		
Underground Railroad spoils system	200	

Adapted from: *The Challenge of Freedom*. Laidlaw Brothers. 1982. Grade: Secondary

Chapter 14: John Doe in a U.S. Court (pp. 817-824)

DIRECTIONS: Define each term in the space provided.

Term	Page	Definition
SYSTEM		
Judiciary	817	*The branch of the government that interprets the laws*
PERSONS		
Plaintiff	821	*Someone who starts a lawsuit against another person in a civil court.*
Defendant	813	*A person charged with a crime.*
PROCESSES		
Indicted	816	*To formally and legally accuse a suspected lawbreaker.*
Appeal	809	*To ask for a higher person or group to hear arguments for overruling the decision of a lower court.*
Deport	813	*To send out of the country by the government.*
Subpoena	824	*To order someone to appear as a witness or to produce documents.*

Adapted from American Citizenship, Scholastic Book Services, 1980, Secondary.

Handout 20c

Chapter 1 Master Control of Growth and Development (pp. 11-20)

WHAT YOU NEED TO KNOW

DIRECTIONS: Read the pages assigned in your text and write the meaning of each word in the space provided.

VOCABULARY	PAGE	WRITE THE MEANING OF EACH WORD BELOW
MENTAL FUNCTIONS		
associative thinking	13	*A kind of thinking that is not very controlled, an expression of inner needs and wants.*
directed thinking	13	*Controlled thinking such as critical thinking and creative thinking.*
perceptions	13	*An ability which allows you to receive signals or messages and to change these signals into meanings.*
memory	14	*An ability to recall past experiences or things that have happened.*
association	15	*An ability to learn from past experiences and to use what was learned to solve new problems.*
MENTAL BEHAVIOR		
emotions	15	*Feelings such as joy, anger, love, fear, and grief.*
attitude	16	*A set feeling towards someone or something.*
judgment	17	*A decision made about a question.*
PARTS OF THE BRAIN		
neurons	18	*Nerve cells in the brain.*
glial cells	19	*Cells that separate and hold up the neurons.*
network of blood vessels	19	*Blood vessels bring oxygen and nutrients to the brain cells.*

Adapted from: *Good Health for You*, Laidlaw Brothers, 1983. Grade Level: 6

Chapter 1 What is Energy (pp. 146-161)

WHAT YOU NEED TO KNOW

DIRECTION: Read the pages assigned in your text and write the meaning of each word in the space provided.

VOCABULARY	PAGE	WRITE THE MEANING OF EACH WORD BELOW
energy	146	*Scientists tell us that energy is the ability to work.*
FORMS OF ENERGY		
chemical energy	146	*When matter is changed chemically, new substances are formed and chemical energy is given off.*
mechanical energy	149	*The energy of motion.*
sound energy	149	*The energy of movement causing something to vibrate and make sounds.*
radiant energy	150	*The energy that travels in waves through space with no air present.*
light energy	150	*A form of radiant energy which travels very rapidly through space.*
heat energy	151	*A form of radiant energy using light energy.*

Adapted from: *The New Exploring Science*, Laidlaw Brothers, Grade: 6

Chapter 37 — Biomes of the Earth (pp. 650-663)

WHAT YOU NEED TO KNOW

DIRECTIONS: Find each word in your text and write the definition in the space provided.

WORD	PAGE	DEFINITION
TYPES OF BIOMES		
Biome	650	
Terrestrial biome	650	
Aquatic biome	650	
Freshwater biome	650	
Marine biome	650	
TERRESTRIAL BIOMES		
Tundra	651	
Tiaga	652	
Temperate deciduous forest	653	
Grasslands	654	
Deserts	654	
Tropical rain forests	656	
ORGANISMS OF THE OCEANS		
Benthos	659	
Plankton	659	
Phytoplankton	660	
Zooplankton	660	
Nekton	660	
ZONES OF THE OCEAN		
Intertidal	660	
Littoral	660	

*Adapted from Biology, The Study of Life, Cebco Standard Company, 1983, Secondary.

CONCEPT ACTIVITY

DESCRIPTION

A concept activity presents single abstract concepts in a concrete manner. They may be presented as a *visual aid* or as an *advance organizer*. A *visual aid* uses pictures, graphics or symbols to illustrate a concept. It can be used as a transparency to accompany a lecture. It provides a concrete approach to an abstract concept.

Many of the concept activities serve as *advance organizers* which introduce principles or concepts by relating them to personal experience or prior knowledge. An advance organizer helps to supplement, clarify, or organize the learner's thinking in preparation for receiving new information. It provides a conceptual framework upon which students may attach the information. Thus, abstract concepts, which are usually difficult for students to understand, are treated in a unique and concrete way.

STUDENT NEED

A concept activity is especially useful in helping students with comprehension or memory problems. It provides a concrete approach to facilitate understanding of abstract ideas and may also motivate students by relating the information to personal experience. In addition, students who need help learning new vocabulary or understanding relationships will benefit from using concept activities.

HOW TO MAKE

1. Identify abstract concepts
2. Choose one of the following:
   a. Visual aid
   b. Advance organizer
3. Develop the activity
4. Conclude with a global question that helps the students demonstrate understanding of the main concept or draw a conclusion
5. Draw pictures or use clip-art to illustrate concepts

HOW TO USE

1. As a transparency to accompany a lecture or discussion
2. As a worksheet for students to complete
3. As a completed handout
4. To present new information
5. To illustrate a concept that has been introduced

CAUTIONS

1. Be certain to address one concept at a time
2. Make sure that pictures or diagrams depict what is intended
3. Be aware of language and settings that discriminate by sex or race
4. Be aware of student's life-styles and family situations.

Handout 21a

Chapter 5 Animals and Their World (p. 195)

CONCEPT ACTIVITY: ADAPTION

INTRODUCTION

Animals must be able to live in their surroundings. Sometimes there are changes in the environment where certain animals live. A change in the shape or use of structures that help animals live in their environment is called *adaptation*.

DIRECTIONS: Read the story below. Then answer the questions that follow.

A Tornado Strikes

One spring day, a tornado struck the town of Happyville. The Success Elementary School was destroyed. The windows were blown out, the roof caved in and the furniture was ruined. It took a year to rebuild the school. During that year, classes were held in portable classrooms. Each grade level had all of the classes in one trailer. Adaptation to the new environment had to take place.

Questions: A. Changes in the classroom environment

1. Would the length of the day change? *yes*
2. Would students have a place to keep their things? *on the floor*
3. Would after school activities take place? *no*
4. Would students see their friends in other grades? *no*
5. Would there be enough books and supplies? *no*
6. What other changes can you think of? *gym classes would not be fun, teachers would be mean*

B. Adaptations to the changes

1. How would you adapt to the changes? *I would try to help the teachers out. I would not want to go to school. I would go to a private school.*
2. How would you feel? ______

Adapted from: *The New Exploring Science*, Laidlaw Brother, 1982. Grade: 4

HOME ECONOMICS

Concept Activity: Credit Buying

DIRECTIONS: Read (or listen) to the story below. Then answer the questions that follow:

Imagine you wanted to buy a new outfit. You went to the store and found the outfit. It cost $35.00. You realized you did not have the money. So, you used a credit card to pay for the outfit and took it home. Then every month for the next seven months, you paid the store $5.00 to cover the cost of the dress.

1. Did you want the outfit now? ____________________
2. Did you have the money? ____________________
3. Did you get to take the outfit home? ____________________
4. Did that make you happy? ____________________.
5. Did you still have to pay for the outfit? ____________________
6. What did you use to buy the outfit? ____________________
7. How much did you owe every month? ____________________
8. How many months did you have to pay the $5.00? ____________________ MONTHS
9. Could you afford to pay $5.00 every month? ____________________
10. This is called _________*credit buying*_________.

Chapter 11 The Jacksonian Era

Name ______________________

Concept Activity The Spoils System (Page 192)

Introduction. The spoils system is the practice of rewarding political friends by placing them in government jobs.

Directions. Read the story below and decide why Sam was selected for a special honor. Then complete the questions that follow.

THE SPOILS SYSTEM IN SCHOOL

John's friends encouraged him to run for student council. To help John get elected, Sam passed out flyers at the football game urging the students to vote for John. After John's election, a professional football player spoke at an assembly. John said Sam could introduce the football player at the assembly. Why do you think Sam was selected?

Answers will vary. Sample answer — Sam helped John so John did him a favor once he was elected.

THE SPOILS SYSTEM IN GOVERNMENT

1 How did Andrew Jackson reward his friends? ______________________

2 Why did Jackson think that the spoils system would make his administration stronger? ______________________

3 Why did some people believe this system was unfair? ______________________

Adapted from *The Challenge of Freedom*, Laidlaw Brothers

111

Chapter 5 Development of Colonial Unrest

Name ______________________

Concept Activity Mercantilism (Pages 85–86)

Introduction. Great Britain set up a system to gain wealth from its colonies in North America.
Directions. Read the picture story below and answer the questions that follow.

Once upon a time there was a high SCHOOL whose principal was named PRINCIPAL Mr. George. Now PRINCIPAL Mr. George wanted to raise $ for the SCHOOL. PRINCIPAL Mr. George made a contract with a nearby 🍎 orchard to buy all of its 🍎🍎🍎 each year. With these 🍎🍎🍎 students and teachers made many delicious products, such as APPLE SAUCE, 🥧 and CIDER. They sold the products and made a lot of $.

One day the owner of the 🍎 orchard visited the SCHOOL and tasted the delicious 🥧🥧. Soon after the visit, the owner of the 🍎 orchard decided to make her own 🥧 and APPLE SAUCE. She began selling a tastier APPLE SAUCE and better 🥧. The 🍎 orchard began making $ too and sold its products. PRINCIPAL Mr. George was furious. He could no longer get an unlimited supply of 🍎🍎🍎. The students and teachers could not make as much $.

1. What was mercantilism? *A policy by which a country tried to gain as much wealth as it could.*

2. Does PRINCIPAL Mr. George's school represent Great Britain or the American colonies? *Great Britain*

3. Does the 🍎 orchard represent Great Britain or the American colonies? *the American Colonies*

4. How could PRINCIPAL Mr. George's school make more $ again? *Answers will vary.* *Sample answer: By getting apples from another orchard.*

Adapted from *The Challenge of Freedom*, Laidlaw Brothers

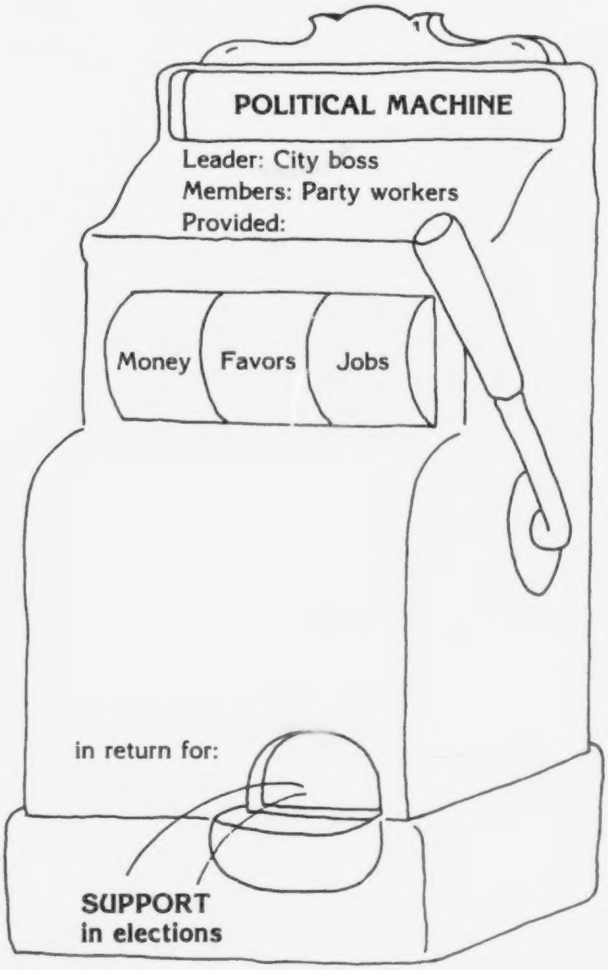
Handout 21e

Chapter 23 Into the Twentieth Century

Name ______________________________

Concept Activity Political Machines (Pages 415–417)

Introduction. In the 1880's and 1890's, many city governments in the United States were run by political machines. These highly structured political organizations provided help to citizens and to immigrants.
Directions. Study the diagram of a political machine below. Then answer the questions that follow.


POLITICAL MACHINE
Leader: City boss
Members: Party workers
Provided:
Money
Favors
Jobs
in return for:
SUPPORT
in elections

1. Who were the leaders of political machines? *city bosses*

2. What did political machines provide for people? *money, favors, and jobs*

3. What did the machines expect in return for the money, favors, and jobs it gave to people?
support in elections

4. Why were some people against machine government? *They believed cities should be run by people schooled in city government.*

5. Do you think that political machines were good for city governments in the late 1800's? Why or Why Not?
Answers will vary. Sample answer — No, they were corrupt.

Adapted from *The Challenge of Freedom*, Laidlaw Brothers.

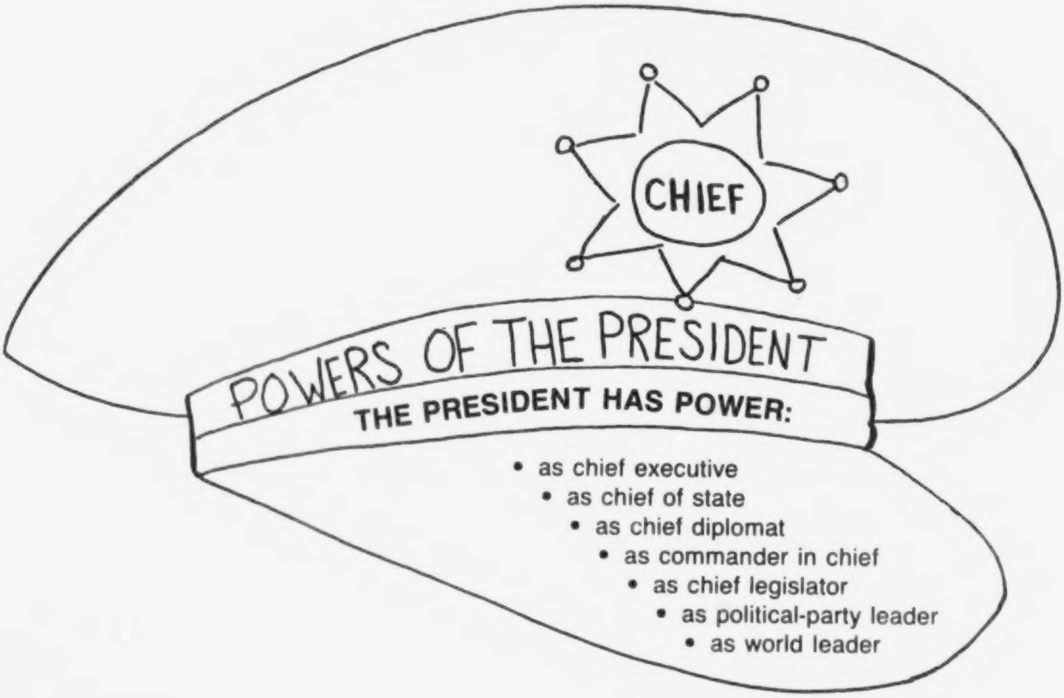
Handout 21f

Chapter 12 The President and The Executive Band (pp. 210-215)

CONCEPT ACTIVITY: THE PRESIDENT'S POWERS

INTRODUCTION

The Constitution assigns specific powers and duties to the President. Through the years the range of these powers and duties has expanded until today the president has far-reaching responsibilities never envisioned by the authors of the Constitution.



THE PRESIDENT HAS POWER:

- as chief executive
- as chief of state
- as chief diplomat
- as commander in chief
- as chief legislator
- as political-party leader
- as world leader

DIRECTIONS: Read what Harry S. Truman said about the president's power on page 214 and complete the statements below.

1. The constitution gives the president many *powers*.
2. The president has certain powers under certain laws given to him by *Congress*.
3. But the principal *power* the president has is to bring people in and try to *persuade* them to do what they ought to do without persuasion.

Adapted from *Our American Government and Political System*. Laidlaw Brothers, 1983. Grade Level: Secondary.

Handout 21g

Chapter 2 Emotions and Your Health (pp. 40-46)
CONCEPT ACTIVITY: CHANGES IN EMOTIONS

Introduction: Feelings are called emotions. Some emotions are pleasant. They make a person feel good. Happiness and love are pleasant emotions. Sometimes emotions are not pleasant. Fear and hate are not pleasant emotions.

DIRECTIONS: Complete the chart below. Read each situation and decide what emotion that each person may feel. Choose from these emotions: Fear, Happiness, Loneliness, Sadness, Frustration, Love.

SITUATION	EMOTION
• Jeff hugged his brother.	*love*
• John cried during the movie.	*sadness*
• Judy tried to solve the puzzle five different times.	*frustration*
• David ran when he saw the large dog coming toward him.	*fear*
• Sandy was jumping up and down and laughing.	*happiness*
• Bob's parents went away on a vacation.	*loneliness*

DIRECTIONS: Use the calendar below to record your emotional reactions for a two week period.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Emotion felt ____ __________ __________	Emotion felt ____ __________ __________	Emotion felt ____ __________ __________	Emotion felt ____ __________ __________	Emotion felt ____ __________ __________
Cause ________ __________ __________	Cause ________ __________ __________	Cause ________ __________ __________	Cause ________ __________ __________	Cause ________ __________ __________
MONDAY	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**
Emotion felt ____ __________ __________	Emotion felt ____ __________ __________	Emotion felt ____ __________ __________	Emotion felt ____ __________ __________	Emotion felt ____ __________ __________
Cause ________ __________ __________	Cause ________ __________ __________	Cause ________ __________ __________	Cause ________ __________ __________	Cause ________ __________ __________

DISCUSSION QUESTION:

Write a sentence telling what you have learned about changing emotions. *I found out that emotions change because of physical and environmental conditions.*

Adapted from: *Good Health For You*, Laidlaw Brothers, 1983. Grade Level: 4

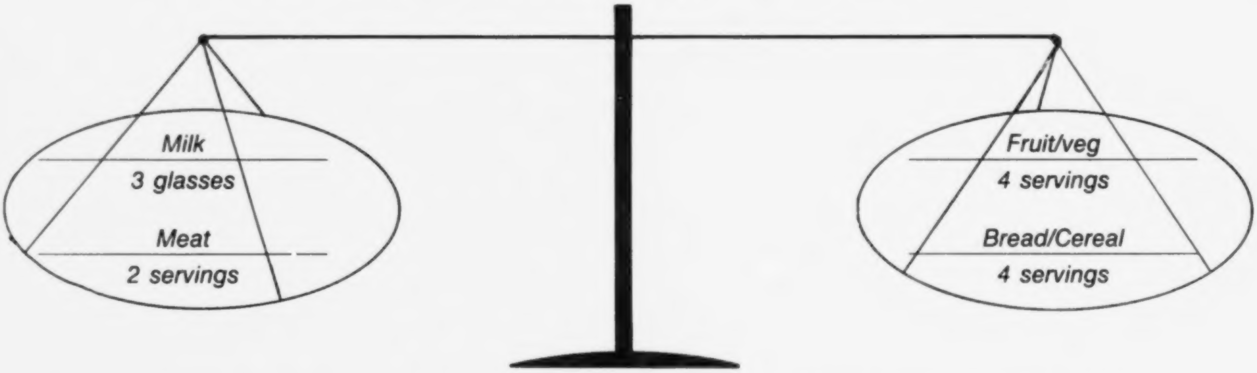
Handout 21h

Chapter 21 Digestion and Excretion (pp. 408-409)

CONCEPT ACTIVITY: A BALANCED DIET

Introduction: A diet that includes several kinds of food from each food group is called a balanced diet.

DIRECTIONS: On the scale below write the four food groups on the blanks and the number of daily servings needed. Then study the four daily menus, and tally the number of foods from each group. Use pages 408-409 to answer the questions below.



DAILY MENUS

Breakfast toast (1) egg	**Breakfast** Cereal with milk juice	**Breakfast** Donut coffee with cream	**Breakfast** egg milk juice toast
Lunch tuna sandwich milk	**Lunch** Veg. soup salad cola candy bar	**Lunch** pizza ice cream	**Lunch** iced tea chef salad (cheese, egg & ham) roll/butter apple candy bar
Dinner chicken potatoes salad milk	**Dinner** steak fries green beans apple pie	**Dinner** pork chops rice peas hot rolls chocolate cake milk	**Dinner** creamed tuna on biscuits green beans ice cream milk

TALLY (Sample)		**TALLY**		**TALLY**		**TALLY**	
milk	*3*	milk	*1*	milk	*1*	milk	*4*
fruit/veg	*1*	fruit/veg	*5*	fruit/veg	*2*	fruit/veg	*2*
meat	*2*	meat	*1*	meat	*1*	meat	*3*
bread/cereal	*4*	bread/cereal	*2*	bread/cereal	*5*	bread/cereal	*4*

Which diet is balanced? *4* Why is it a balanced diet? *it includes the necessary number of items from all food groups.*

Adapted from: *Experiences in Life Science*, Laidlaw Brothers, 1983. Grade: Secondary
ADAPT: A Developmental Activity Program for Teachers
Allegheny Intermediate Unit

Handout 21i

Chapter 34 The Eisenhower Years

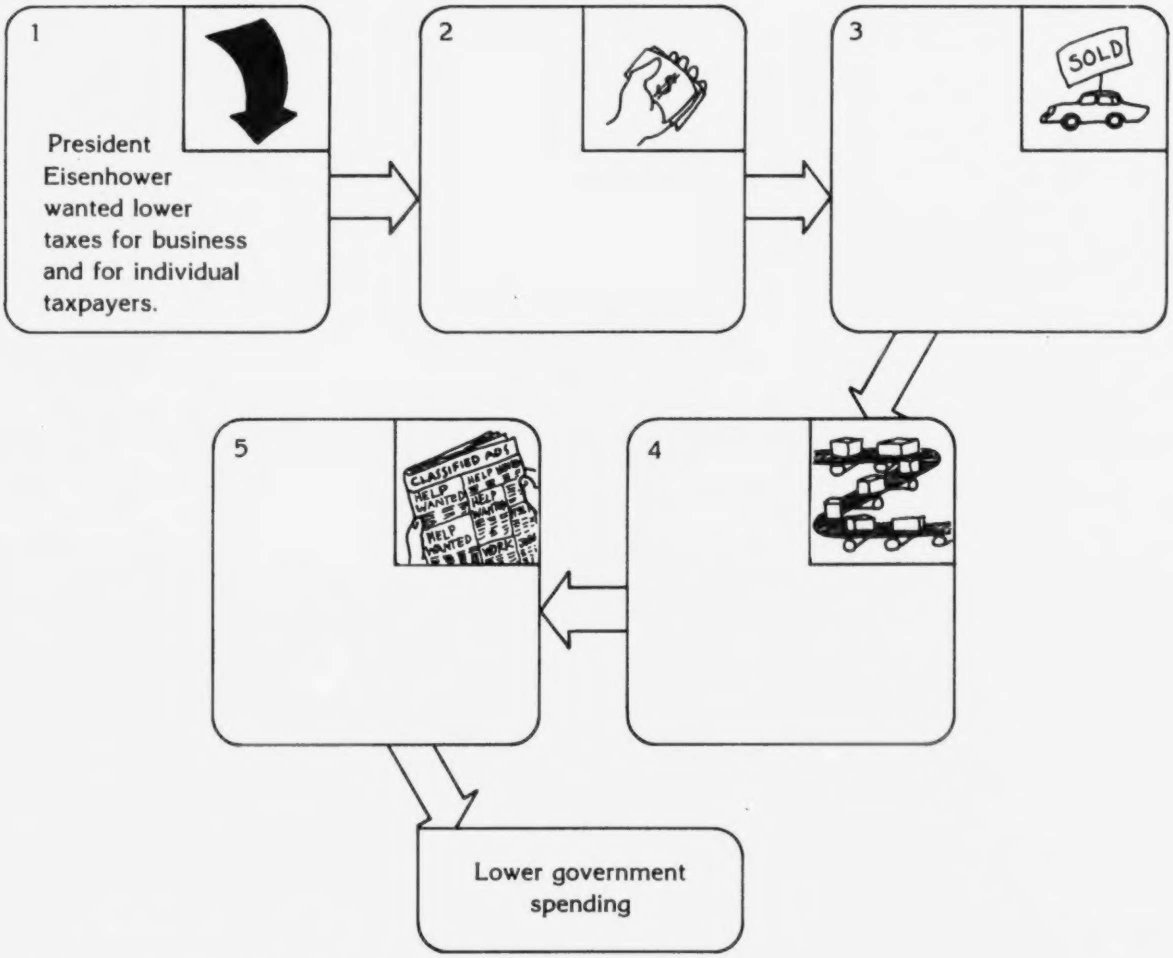
Name ____________________

Concept Activity Lowering Government Spending (Page 594)

Introduction. President Eisenhower wanted to lower the cost of government. One way to do so was to lower taxes for businesses and for individual taxpayers.

Directions. Listed below are the effects of lower taxes. One effect led to another, until lower government spending was achieved. Write the effects in the correct order in the cartoons that follow. The first cartoon has been filled in for you.

EFFECTS
More spending would cause greater production.
Having more money would bring about more spending.
President Eisenhower wanted lower taxes for business and for individual taxpayers.
Greater production would mean more jobs.
Lower taxes would place more money in the hands of the American consumer.


1
President Eisenhower wanted lower taxes for business and for individual taxpayers.
2
3
SOLD
4
5
CLASSIFIED ADS
HELP WANTED
HELP WANTED
HELP WANTED
WORK
Lower government spending

Adapted from *The Challenge of Freedom,* Laidlaw Brothers

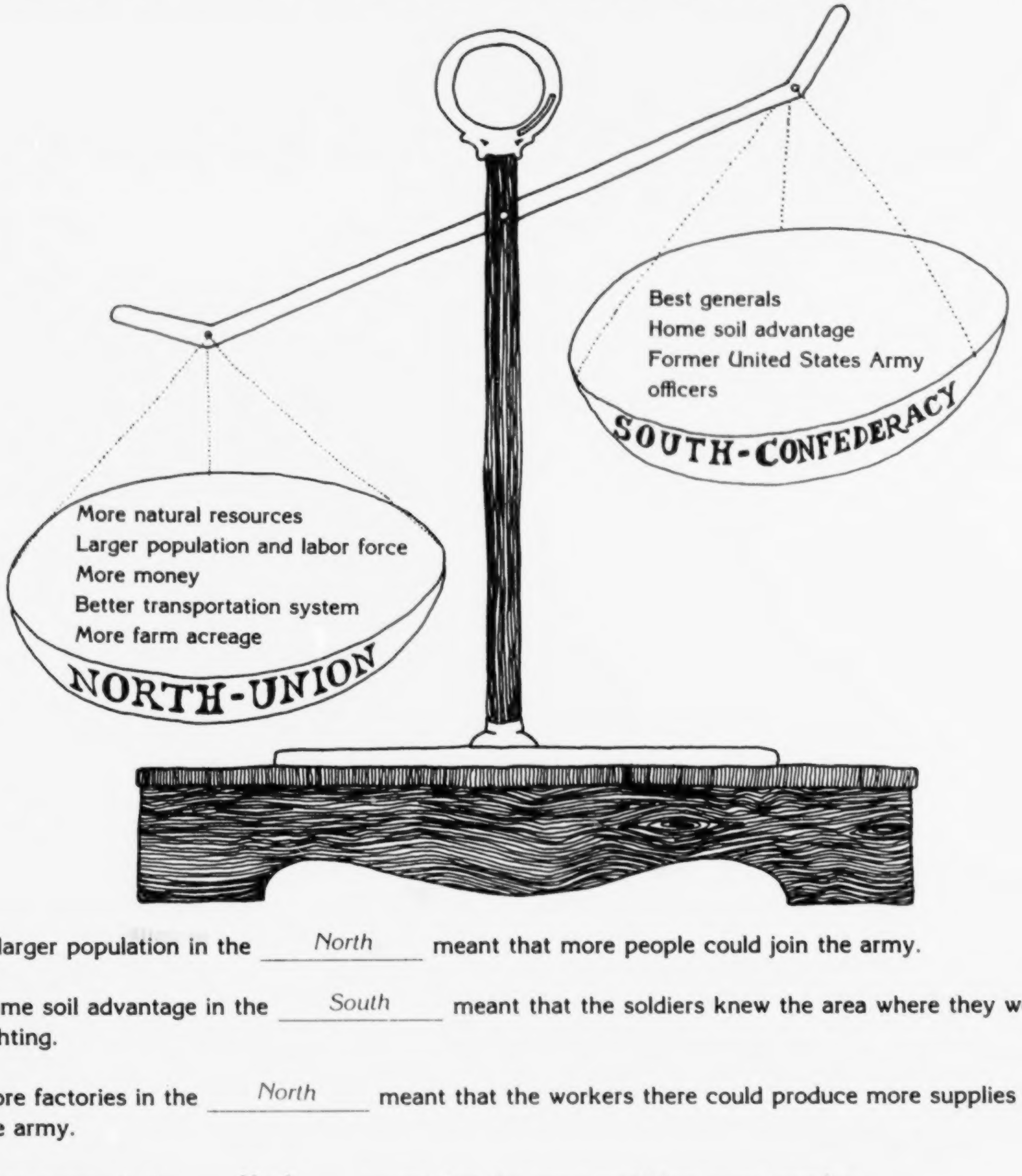
Chapter 17 The Struggle for the Union

Name ______________________________

Concept Activity Union Advantages Tip the Scales (Pages 297–298)

Introduction. At the beginning of the Civil War, the Union appeared to have more advantages than the Confederacy.

Directions. Use the diagram below to compare the advantages of the North and the South at the beginning of the Civil War. Then correctly complete the statements that follow with *North* or *South*.


Best generals
Home soil advantage
Former United States Army officers
SOUTH-CONFEDERACY
More natural resources
Larger population and labor force
More money
Better transportation system
More farm acreage
NORTH-UNION

1 A larger population in the *North* meant that more people could join the army.

2 Home soil advantage in the *South* meant that the soldiers knew the area where they were fighting.

3 More factories in the *North* meant that the workers there could produce more supplies for the army.

4 More money in the *North* meant that the army could buy more supplies.

5 Since the *South* had the best generals, the Confederates had an advantage in planning battles.

Adapted from *The Challenge of Freedom*, Laidlaw Brothers

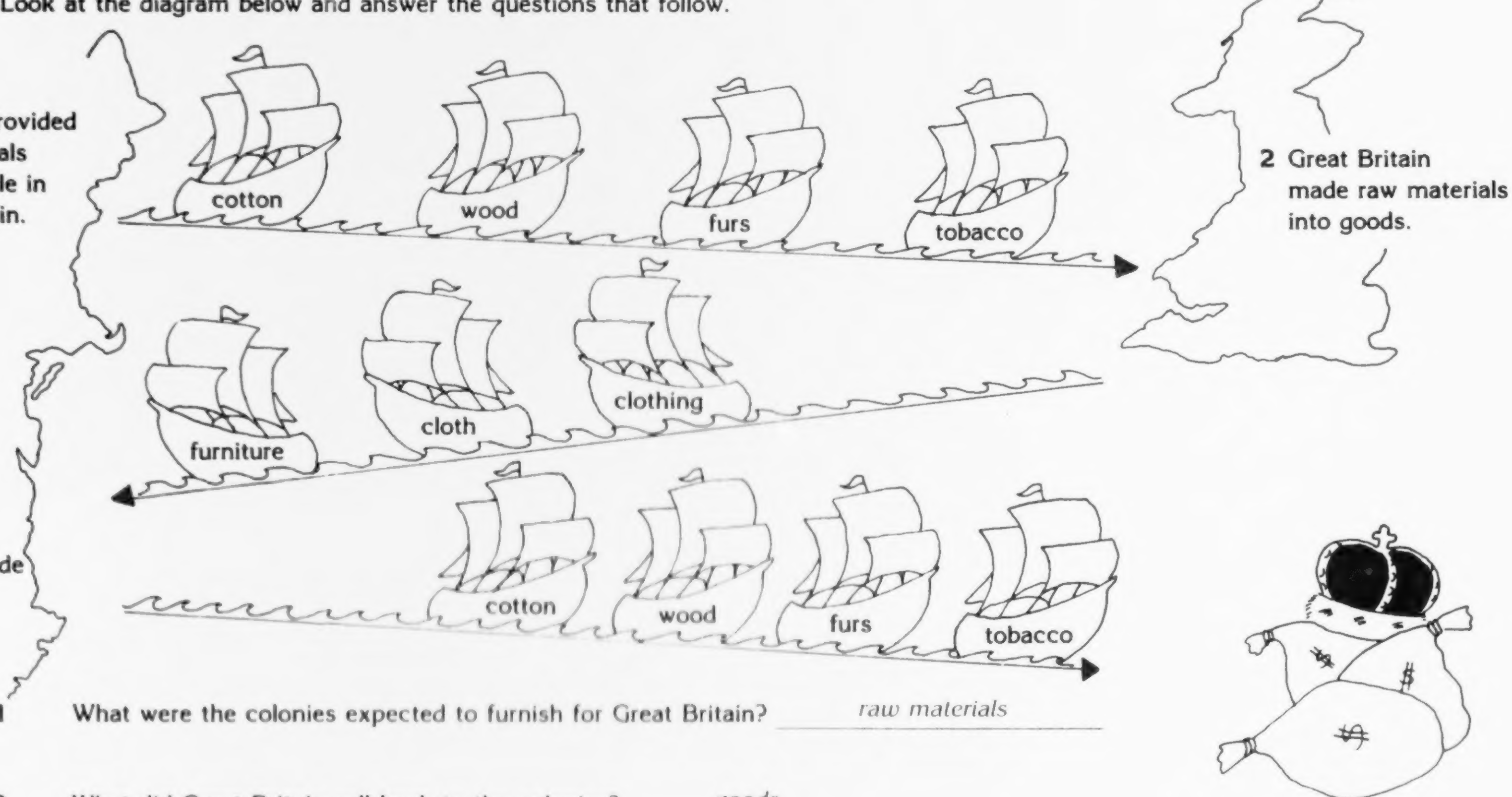
Chapter 3 The English Colonies in North America

Name ______________________

Concept Activity How Mercantilism Worked (Page 60)

Introduction. Mercantilism was a policy by which a country tried to gain as much wealth as it could. One way a country could increase its wealth was to set up colonies.

Directions. Look at the diagram below and answer the questions that follow.



1 Colonies provided raw materials not available in Great Britain.

2 Great Britain made raw materials into goods.

3 Colonies bought British-made goods.

4 Great Britain made money.

1 What were the colonies expected to furnish for Great Britain? *raw materials*

2 What did Great Britain sell back to the colonies? *goods*

3 Why did Great Britain make more money than the American colonies from this system?
The colonists bought the higher priced British-made goods.

Adapted from *The Challenge of Freedom*, Laidlaw Brothers

ADAPT: A Developmental Activity Program for Teachers
Allegheny Intermediate Unit

Handout 21I

Chapter 37 Years of Turmoil

Name ______________________________

Concept Activity A Nation Divided (Pages 647–648)

Introduction. The war in Vietnam deeply divided the people of the United States. Those people who supported the war were called hawks. Those people who opposed the war were known as doves.
Directions. Give reasons for each side below. Then answer the questions that follow.

HAWKS	DOVES
What were two reasons why the hawks supported the war in Vietnam?	What were two reasons why the doves believed that the United States should leave South Vietnam?
1 *The domino theory.*	1 *The war was a civil war between opposing groups in South.*
2 *The U.S. had promised to help South Vietnam resist being taken over by outside forces.*	2 *The war was destroying South Vietnam. The United States could not win a guerrilla war.*

Which side would you support? ______________________________

Why? *Answers will vary.*

Adapted from *The Challenge of Freedom*, Laidlaw Brothers

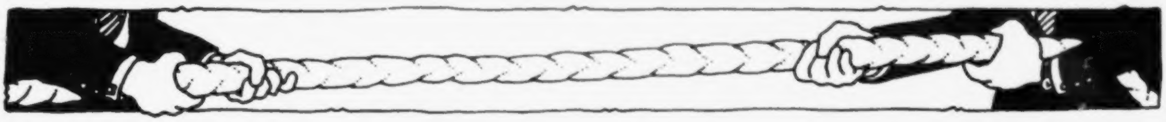
Chapter 29 The Great Depression

Name ____________________

Concept Activity The New Deal (Pages 526–528)

Introduction. By 1935, there was growing pressure on the President to change the New Deal. Many business leaders believed that the government had become too involved in running the economy. On the other hand, some popular leaders charged that the New Deal did not go far enough in dealing with the depression.

Directions. Read each description below and decide whether it was true of business leaders or popular leaders in the 1930's. Write *Business Leaders* or *Popular Leaders* on the line next to each description.


Business leaders opposed the New Deal.
Popular leaders opposed the New Deal.

1	*Business leaders*	Claimed that President Roosevelt was using the government to change the free enterprise system
2	*Popular leaders*	Charged that the New Deal did not do enough for workers or for the jobless
3	*Popular leaders*	Built up a large following who held views that were different from those views held by the business leaders.
4	*Business leaders*	Called for lower government spending
5	*Popular leaders*	Wanted the New Deal to go even further in providing Americans with money to live on
6	*Business leaders*	Wanted to keep the President out of business matters
7	*Business leaders*	Called for lower taxes
8	*Popular leaders*	Represented by such people as Huey Long and Francis Townsend

Adapted from *The Challenge of Freedom*, Laidlaw Brothers

Handout 21n

Chapter 31 The Second World War

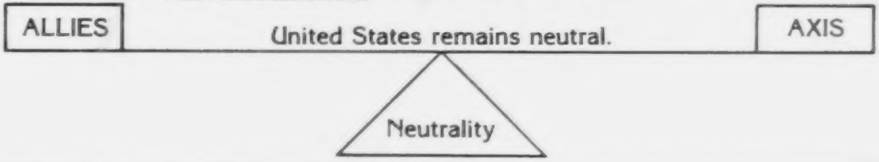
Name ____________________

Concept Activity Neutrality (Pages 548–550)

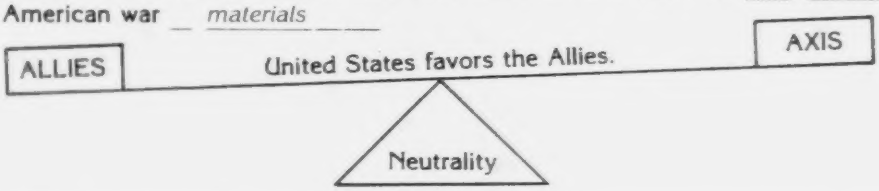
Introduction. Neutrality is the policy of favoring neither one side nor the other in a dispute.
Directions. Complete the sentences in the boxes below, tracing how the United States changed its neutral stand during the early years of World War II.

In 1937, Japan, Italy, and Germany signed an agreement that became know as the *Rome — Berlin — Tokyo Axis*

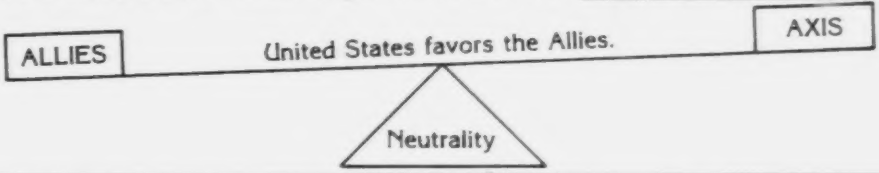
Between 1935 and 1937, Congress passed several *neutrality laws*, which cut off the sale of American *weapons* to all countries at war.



Within a few years, aggression from the Axis countries led the United States to change its *neutral* stand. When the war in Europe began, the American Congress made it possible for *Great Britain* and *France* to buy American arms. After Germany defeated France in June 1940, President Roosevelt made it even easier for *Great Britain* to receive American war *materials*



As war raged in Europe, Japan continued to take over more lands in Asia. In 1940, the United States blocked Japan's aggressions by cutting off the sale of *war materials* to Japan. At the same time, the United States was moving closer to war with *Germany*



1 What led the United States to change its neutral stand in the late 1930's? *Aggression from the Axis Countries.*

2 Why would it have been difficult for the United States to avoid war after 1940, when the country was no longer truly neutral? *Answers will vary.*

Adapted from *The Challenge of Freedom*, Laidlaw Brothers

ADAPT: A Developmental Activity Program for Teachers
Allegheny Intermediate Unit

APPLICATION ACTIVITY

DESCRIPTION

An application activity presents information in a structured format which encourages students to apply learned information. These activities could include making a poster, drawing a picture, writing a letter, conducting an interview, building a model or making a collage. Teachers who are reluctant to try unstructured activities that allow more freedom of movement and peer interactions may wish to try an application activity. It requires students to demonstrate understanding by using learned information in a practical way. Although these activities are often very concrete, they address higher cognitive levels including application, analysis and synthesis.

STUDENT NEED

An application activity is ideal for students who prefer a hands-on approach to learning or who need more freedom of movement. It is motivating for many students and provides an alternative way for them to demonstrate understanding of information.

HOW TO MAKE

1. Choose information that is suitable for this kind of activity
2. Use one of the following types of activity:
    - Project
    - Poster
    - Letter
    - Interview
    - Model
    - Collage
3. Write a brief introduction to the activity, using the wording in the text when possible.
4. Write clear and specific directions for the students to follow
5. Include a planning guide or structured format for the students to use in preparing the activity

HOW TO USE

1. As an alternative to a test
2. As an extra credit assignment
3. To motivate students
4. To create a situation for peer interaction
5. To practice learned information

CAUTIONS

1. Do not use to present new information
2. Alert parents when their cooperation is necessary

The Earliest Americans (pp. 24-33)

APPLICATION ACTIVITY: Earliest American Cultures

DIRECTIONS: Make a model or collage that represents the culture of one of the following American Indian tribes.

1. Indians of the Eastern Woodland (p. 25)
2. Indians of the Plains (p. 26)
3. Indians of the Northwest (p. 27)
4. Indians of the Southwest (p. 27)
5. The Mayan Civilization (p. 29)
6. The Aztec Empire (p. 30)
7. The Incan Civilization (p. 31)

SAMPLE PLAN

Indian Culture *Aztec*

Name of Project *Model of Human Sacrifices*

Materials *shoe box, clay, miniature toy Indians, construction paper, cellophane*

Due Date

PLANNING GUIDE

Use the following to help you plan your project.

Indian Culture

Name of Project

Materials

Due Date

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1984, Grade: Secondary

Chapter 10 You as a Health Consumer (p. 298)

APPLICATION ACTIVITY: Consumer Magazines

Introduction: Many magazines provide information to the public about the quality and price of various products. Consumer Magazines *Consumer Reports, Changing Times, Consumer's Research Magazine*, and *Consumer News* are often found in the library.

DIRECTIONS: From any consumer magazine choose articles about health products. Follow the planning guide below to help you report the information to the class.

PLANNING GUIDE

Name of health Product: ____________________

Magazine: ____________________

Title of Article: ____________________

1. What information does the article give about the benefits of the product?

____

____

2. What information does the article give about the dangers of the product?

____

____

3. What evidence was used to support the information? ____________________

____

4. Does the article recommend the product? ____________________

____

5. Would you buy or use the product? Why or why not? ____________________

____

*Note to teacher: *This was an expansion of a suggestion in the book.*

Adapted from: *Good Health For You*, Laidlaw Brothers, 1983. Grade: 7

Chapter 13 Handling Emergencies (pp. 222-238)

APPLICATION ACTIVITY: HANDLING EMERGENCIES

Introduction: Emergency situations develop suddenly. Drivers may have only a fraction of a second to make the correct move. Knowing what to do will help a driver cope successfully and reduce the risk of serious trouble.

DIRECTIONS: Read the following situations. Then circle the letter of the statement that best describes what you would do in the situation.

1. You are driving along a highway and have a *blow out* in your left front tire. The care begins to pull strongly in the direction of the deflated tire, toward an on-coming car. What would you do?

   A. Step down on the brake immediately and come to a stop.

   B. Drive slowly off the road, braking gently.

2. You are driving on a country road and notice that the car is difficult to steer. You begin to hear a hissing noise, as if the tire has a *slow air leak* what would you do?

   A. Stop on the side of the road and change the tire to prevent an emergency blow out.

   B. Drive on the tire until you get to the nearest gas station five miles away.

3. You are driving down a steep hill and your brake light goes on. It is possible you have *total brake failure.* What would you do?

   A. Pump the brake pedal fast and hard to restore brake fluid pressure.

   B. Step hard on the brake pedal and down shift to the lowest gear.

4. You are driving along a dark country road and the head light starts to flicker and finally *fail*. What would you do?

   A. Come to a complete stop and find a flashlight.

   B. Try the parking lights and move off the road to a safe location.

5. You are approaching your friend's car and notice smoke coming from under the hood. You open the hood gently and the fire burns freely as it gets more air. What would you do?

   A. Run and get a bucket of water to put out the fire.

   B. Smother the fire with your jacket.

*Note to teacher: *Students may also elaborate on the situations in a role play.*

Adapted from: Driving Right, Scott Foresman, 1982. Grade: 10-12

Chapter 7 Drugs and Their Effects (pp. 196-200)

APPLICATION ACTIVITY: AN INTERVIEW WITH AN EXPERT

Step 1

DIRECTIONS: You will be involved in an interview activity. Work with a partner. One of you will be a medical doctor who is an "expert" on drug abuse and one of you will be a reporter. This "expert" is being interviewed by the reporter on the six o'clock evening news. You will present your interview to the class. Indicate below the role each of you will play.

Reporter ____________________

Doctor ____________________

Step 2

DIRECTIONS: Use the questions below as a guide in planning your interview. Practice your interview before presenting to the class.

INTERVIEW QUESTIONNAIRE

Interviewer: What is drug abuse? (p. 196)

Doctor: *Drug abuse is the incorrect use of drugs*

Interviewer: What are the effects of drug abuse (p. 197)

Doctor: *Drug abuse can have harmful social and physical effects. Harmful social effects are withdrawal from other people and neglect of personal appearance.*

Interviewer: What are depressant drugs? (p. 198)

Doctor: *Depressants are drugs that slow down the workings of the nervous system.*

Interviewer: Why are narcotic drugs so dangerous? (p. 199)

Doctor: *Narcotics are drugs that cause sleep and relieve pain. People can become dependent on narcotics and use them too often.*

Interviewer: Describe the symptoms shown by a person taking a stimulant such as nicotine, caffeine, or cocaine (p. 199)

Doctor: *Stimulants speed up the workings of the nervous system and so a person's hands might shake or they may talk real fast.*

You may make up your own question.

Question ____________________

____

Answer ____________________

____

Adapted from: *Good Health for You*, Laidlaw Brothers, 1983, Grade 8

Handout 22c

Chapter 28 State Government An Appraisal (pp. 460-471)

APPLICATION ACTIVITY: OBSERVATION OF A SCHOOL BOARD MEETING

Introduction: A basic function of states today is to provide for the education of the people. The local school districts that are responsible for the nation's educational system are headed by popularly elected school boards.

DIRECTIONS: Visit a meeting of your local school district. Use the form below to record your observations. Then prepare an oral report for the class.

OBSERVATION FORM
Local School Board Meeting

Date: ______________________ Place: ______________________

1. List the names and titles of the school board member and superintendent at the meeting.

Name	Title

2. List the names and titles of other community members or professionals who spoke at the meeting.

Name	Title

3. Check the major topics that were discussed.

- _______ budget
- _______ hiring of teachers
- _______ supervision of personnel
- _______ conference attendance
- _______ curriculum planning
- _______ textbook selection
- _______ other ______________________

____

Application: School Board Meeting cont.

4. Check the issues that were discussed.

________ higher taxes

________ improvement of the educational system

________ funds from the federal government

________ falling enrollment

________ quality of education

________ reports on achievement of students

________ conditions of school building

________ other ____

5. List any additional observations you made at the meeting. ____________________________

____

____

6. Describe your reactions to the school board meeting. ____________________________

____

____

---

*This is an expansion of a suggestion in the book

Adapted from: *Our American Government and Political System.* Laidlaw Brothers. 1983. Grade: Secondary

Handout 22f

Chapter 16 CLOSE-UP: The Story of the Alamo

Name ____________________

Application Activity Remember the Alamo (Pages 280–289)

Directions. Imagine that you were one of the survivors of the battle of the Alamo. First outline your story by answering the questions in the planning guide. Then write your account of the final assault.

PLANNING GUIDE	MY STORY OF THE ALAMO
1 On February 8 how many Texans were at the Alamo? *(p. 286)*	
2 Who arrived with the Mexican army on February 23?	
3 While Santa Anna bombarded the fort, what was happening inside the Alamo? *(p. 286)*	
4 What did Travis tell the people after two weeks of bombardment? *(p. 286).*	
5 When did the final all-out attack occur? *(p. 287)*	
6 What was the final outcome of the battle? *(p. 288)* Who survived?	

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1984.

Chapter 12 CLOSE-UP: Slavery in the American South

Name ______________________________

Application Activity Letters About Slavery (Pages 207–215)

Directions. Choose one of the situations below and write a letter either defending slavery or defending freedom for slaves.

Pretend that you are a slaveholder in the 1840's. You are answering a letter from your brother who lives in the North. Explain to your brother why you are for the plantation system and slavery.

August 1840

____

Love,

Pretend that you are an escaped slave who learned to read and write. You have been able to smuggle a letter to your former master's daughter, who does not understand why you ran away. Tell her why you ran away.

June 1840

____

Love,

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1984

Handout 22h

Chapter 40 CLOSE-UP: The Watergate Affair

Name ____________________

Application Activity The Watergate Tapes (Pages 688–696)

Directions. Find the "Watergate event" that occurred on each date listed in the journal below and record it. You may then make your own Watergate tape recording by using the completed journal to help you.

JOURNAL ENTRIES

1 **January 27, 1972** *(p. 688)*

2 **March 1972** *(pp. 688–689)*

3 **June 1972** *(p. 690)*

4 **August 1972** *(p. 690)*

5 **Early 1973** *(p. 690)*

6 **March 1973** *(p. 690)*

7 **April 1973** *(p. 691)*

8 **May 1973** *(p. 691)*

9 **June 1973** *(pp. 691–692)*

10 **October 20, 1973** *(p. 693)*

11 **October 23, 1973** *(p. 693)*

12 **May 1974** *(p. 693)*

13 **August 1974** *(p. 694)*

14 **August 7, 1974** *(p. 694)*

15 **August 8, 1974** *(p. 694–695)*

Adapted from *The Challenge of Freedom*, Laidlaw Brothers

23 Into the Twentieth Century (p. 410)

APPLICATION ACTIVITY: DISCRIMINATION

Introduction: Millions of immigrants came to American between 1865 and 1915. Some Americans disliked the new immigrants because there were differences between the newcomers to America and the American citizens. Many Americans were prejudiced and they discriminated against the immigrants. Americans blamed the immigrants for many of the country's problems and tried to prevent them from coming into the country.

DIRECTIONS: To help understand discrimination, we are going to imagine that a visitor from outer space has come to our school. Use a plain sheet of paper and follow each direction below. Be prepared to share your findings with the class.

1. Draw a picture of the visitor. Some points to remember are:
    - Color (skin, eyes, hair, if the visitor has any)
    - Height, weight
    - Clothing, anything unusual or odd in appearance

2. Label your picture showing the following:
    - What kind of food does the visitor eat?
    - What language does the visitor speak?
    - What kind of education has the visitor had?
    - What jobs can the visitor do?
    - What religion does he practice?

3. Draw yourself in this picture. Show your reaction to your visitor in your drawing.

4. Decide if you would accept your visitor in your school. Tell why or why not on the back of your paper.

Adapted from *The Challenge of Freedom*, Laidlaw Bros., 1984

31 The Second World War (pp. 546-562)

APPLICATION ACTIVITY: LETTERS OF THE TIMES

Step 1.
DIRECTIONS: Imagine what it was like to live during World War II. Pretend you are one of the following people whose life changed during the war.

American soldier fighting in Europe.

American soldier fighting in North Africa.

American soldier fighting in the Pacific.

American housewife forced to work in a textile factory.

American farmer whose three sons joined the Army.

American college student drafted into the Navy.

American Army nurse working in Europe.

Polish Jew in a concentration camp.

Russian Jew the only survivor in his family.

Japanese high school student at Hiroshima when the Atom Bomb was dropped.

Black American relocated into a government camp.

Japanese American relocated into a government camp.

Mother of an American soldier fighting in Europe.

Wife of an American soldier missing in action in the Pacific.

Other: ____________________

I am: ____________________

Step 2.
Decide to whom you might write a letter, describing how your life was affected by the war. Use the form below to help you write your letter.

I will write to: ____________________

Date ____________________

Dear ____________________

Sincerely,

Name ____________________

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1984, Secondary.

Chapter 17 The Struggle for Independence (p. 295-331)
APPLICATION: ROVING REPORTER

Step 1.

DIRECTIONS: You will be involved in an interview activity. Work with a partner. One of you will be a civil war personality and one of you will be the roving reporter. Use the list below and circle a personality about which you are interested in learning.

CIVIL WAR PERSONALITIES

Northern	**Southern**
Abraham Lincoln 295, 301	Jefferson Davis 296
Ulysses Grant 299	Robert E. Lee 299, 304
Sailor on the Monitor 299	A Cherokee Indian Chief 299
Freedman in the Union Army 302	Sailor on the Merrimac 209
Female factory worker 309	Wife of a plantation owner
Spectator at Ford Theater 310	John Wilkes Booth 310-311
Union prisoner of war at Andersonville 308	Female Confederate spy 309
Clara Barton 309	Southern soldier at Gettysburg 304
Northern soldier at Gettysburg 304	Southern soldier at Vicksburg 304
Northern soldier at Vicksburg 304	Southern reporter at Appomatox 308
Northern reporter at Appomatox 305	Southern General Jeb Stuart 353
Northern General McClelland 399	Southern General Stonewall Jackson 299, 304
Northern General Sherman 305	Southern General George Pickett 358, 360
Northern General Farragut 299, 303	Southern General P.G.T. Beauregard 296

Step 2.

You will present your interview orally in front of the class. Indicate below the role each of you will play.

Roving Reporter ____________________

Civil War Personality ____________________

Step 3.

Use the text, outside resources, and other sources in your library to help you complete the attached interview questionnaire. Then practice your interview before presenting it in front of the class.

INTERVIEW QUESTIONNAIRE

Plan your interview based on the following questions.

1. What role did you play in the Civil War? ____________________
2. What affect did the war have on your life? ____________________
3. What do you expect your life to be like after the war? ____________________
4. Do you have any regrets about what you did? ____________________
5. What affect do you think your actions will have on the country? ____________________

You may make up your own question.

Question ____________________

Answer ____________________

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1984

The Blood of the Martyrs

APPLICATION ACTIVITY — POINT OF VIEW

Introduction: You can tell the point of view of any short story by determining who tells the story and the extent to which the narrator sees into the minds and hearts of the characters. When a story is told in *first person*, the author assumes the identity of a character. When a story is told in *third person*, the author takes the viewpoint of observer-narrator. When the author uses observation alone, it is the *dramatic point of view*. When the author uses *omniscient point of view*, he actually enters this character's mind as an observer of the inner man.

DIRECTIONS: Read each statement below and decide which point of view (first person/dramatic/omniscient) the author is using. Write the point of view in the space provided.

Point of View

________________ 1. The professor was lying in a cell staring at the yellow stain on the wall.

________________ 2. He had liked it at first but he disliked it now.

________________ 3. I have had what I believe to be the most remarkable day of my life.

________________ 4. I believe that I set out with the idea of calling him first.

________________ 5. He found himself standing before a gate that led into a yard.

________________ 6. His body ached but his sight and mind were clear.

________________ 7. I tried to persuade myself that I had seen him before.

________________ 8. He felt a last weakness — a wish that someone would know.

________________ 9. He was being turned over to a squad of guards with salutings.

________________ 10. The gag hurt his mouth.

________________ 11. He was thinking about the young man.

________________ 12. I said little, for I felt uneasy.

*Adapted from *Exploring Life Through Literature*. Scott Foresman & Company. 1964

Handout 22m

Chapter 4 CLOSE-UP: The Lost Colony of Roanoke

Name

Application Activity Survival on an Island (Pages 73–78)

Directions. Pretend that you and about 20 other people are stranded on an island in the late 1500's. Answer the following questions to figure out how you would survive.

1 What would you use for food?

2 What are two rules that you and the others would make in order to try to get along?

3 Where would you get water?

4 What would you use for clothing?

5 What would you use for shelter?

6 What would you do for recreation?

7 What fears would you have?

8 How would you protect yourself from unfriendly natives?

9 What attempt would you make to be rescued?

10 If you could not leave the island for a long time, would you try to set up a government of some kind? Why or why not?

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1984

Chapter 27 Prosperity and Poverty

Name ______________________________

Application Activity Prohibition (pp. 488-490)

Introduction. Prohibition was the movement to end the drinking of alcohol in the United States. People who favored prohibition laws believed that drunkenness was the cause of many of our country's problems.
Directions. Read the descriptions of the following people who were concerned about prohibition in the 1920's. Choose two of the people and write arguments to support their points of view. Use the Planning Guides to help you. You may work with another person.

Prohibitionist: Person who wanted to end alcohol drinking

Bootlegger: Person who made a profit smuggling alcohol

Antiprohibitionist: Person who was against prohibition

Gangster: Person who was involved in organized crime

Speakeasy owner: Person who illegally sold liquor during the prohibition period

PLANNING GUIDE

I was a/an ______________________________

I believed that prohibition was ______________________________

My argument was as follows: ______________________________

____

____

____

____

____

PLANNING GUIDE

I was a/an ______________________________

I believed that prohibition was ______________________________

My argument was as follows: ______________________________

____

____

____

____

____

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1984

GAME

DESCRIPTION

A game provides a different approach for students to practice and review. By using games, teachers can vary classroom routine, offer an alternative to a written assignment, and motivate students to learn. Many well-known games can be modified to include content information, i.e.; Rummy, Crazy Eights, Twenty Questions, Tic-tac-toe, and Bingo. Modified games may be used with the entire class, with a small group of students, or with a few students. They may be played in a resource room, if time or space is limited in the regular classroom.

STUDENT NEED

A game is useful for students who need variety and motivation. It provides additional practice for students who need repetition, promotes group interaction, and can be used for tutoring purposes.

HOW TO MAKE

1. Identify facts and concepts that are appropriate for a game format.
2. Choose one of the following types of games:
    Card game
    Puzzle
    Board game
    Class game
3. Assemble the game.
4. Write clear and concise directions for playing the game.
5. Include an answer key.

HOW TO USE

1. To review for tests
2. For additional practice
3. To motivate students
4. To provide variety
5. For tutoring purposes

CAUTIONS

1. Keep directions simple.
2. Provide an interesting and motivating format.
3. Remember that students like to have a winner.

Handout 23a

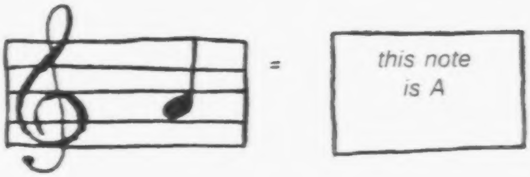
GAME: DUET

Players: 3 to 6

Object of the Game: To win all the cards.

Materials: Cards are dealt one at a time to each player and left in a face-down stack in front of each player. When a face-down stack is used up, the face-up pile is turned over. If a player's cards are lost, that player drops out of the game. Winner is the player to capture all of the cards.

To Play: All players, in consecutive order, turn a card face up and place it on a pile in front of their face-down cards. When a card is turned up which is one of the same note, key or value as another card of the top of any player's face-up pile, the first player to say "Duet" wins both piles and adds them to the bottom of his/her face-down stack. When a face-down stack is used up, the face-up pile is turned over. Winner is the first player to capture all of the cards.



Note to teacher: Cards may be made to represent the notes, the keys, measures, etc.

Handout 23b

Chapter 15 The Nature and Structure of Congress (pp. 256-272)

GAME: STANDING COMMITTEES OF THE HOUSE — "BINGO"

Directions for Preparation: Use the chart on page 265 and randomly place the committee names on bingo cards. Then write the same committee names to be drawn on small cards. Play the game according to bingo rules but call out the committee names instead of numbers. This game would help students become *familiar* with the names of the Standing Committee of the House.

Sample bingo cards:

agriculture	government operations	public works and transportation
rules	appropriations	house administration
science and technology	small business	judiciary
budget	post office and civil service	ways and means

armed services	district of columbia	education and labor
foreign affairs	agriculture	veteran's affairs
ways and means	education and labor	armed services
district of columbia	budget	interstate and foreign commerce

Adapted from *Our American Government and Political System*, Laidlaw Brothers, 1983. Grade Level: Secondary.

Chapter 13 One Nation From Atlantic to Pacific

Game: ESP — Economic, Social, Political (Pages 221-237)

Players: Two Teams.

Materials: Large Class Scoreboard. Questions in three categories — Political, Economic, Social.

Object: To be the team with the most points after all the questions have been asked.

Play: The first team or player chooses a category (Economic, Social, or Political) of the question that they wish to be asked. Then the teacher asks the team or player the question from that category. If the player answers the question correctly, the team earns a point. If an incorrect answer or no answer is given, a player on the other team may elect to answer the question. If the player answers correctly, that team will receive the point value of that question. If the player answers incorrectly, the team loses its turn and the question remains in play. The team with the most points wins the game.

ECONOMIC QUESTIONS

1. Name two improved means of east-west travel.
2. Name two of the dangers faced by Oregon-bound settlers.
3. Explain why some "forty-niners" did not find gold during the Gold Rush.
4. Explain why many Americans left the East in the 1830's and 1840's.

SOCIAL QUESTIONS

5. Name the group of Americans who settled in Utah.
6. Explain why the Mormons left their homes in New York in 1830.
7. Define nationalism.
8. Explain Manifest Destiny.

POLITICAL QUESTIONS

9. Name the ruler of Mexico who was defeated in the war with Mexico.
10. Name the lands America received through the Treaty of Guadalupe Hidalgo.
11. Explain why President Polk agreed to a compromise settlement of the Oregon question.
12. Explain why the South worried about California's coming statehood.

ANSWERS

1. roads and canals; 2. disease, starvation, bad weather, and Indian attacks; 3. A great deal of money was needed to start large-scale mining and most of the "forty-niners" had little money; 4. They viewed the frontier as a land of hope and of opportunity. 5. Mormons; 6. They had been subjected to bitter religious persecution; 7. pride and faith in one's country; 8. Manifest Desinty was the idea that Americans had a divine right and a mission to settle new land and to bring it into the Union. 9. General Santa Anna; 10. The Mexican provinces of California and New Mexico; also, the Rio Grande became the dividing line between the United States and Mexico, adding more land to the present-day Southwest. 11. He did not believe that America should go to war with Great Britain over the Oregon question. 12. California would be a free state, upsetting the balance in Congress between free states and slave states.

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1984

Chapter 2 Why are Rocks Important (pp. 63)

GAME: PROGRESSIVE TRIVIA

Players: Two Teams

Materials: Large class scoreboard. Four sets of questions with different point values. The higher the points, the more difficult the questions.

Object: To be the team with the most points after all the questions have been asked.

To play: The first team or player chooses the point value of a question that they wish to be asked. Then the teacher asks the team or player a question that matches the point value. If the player answers the question correctly, the team earns the number of points specified. If an incorrect answer or no answer is given, a player on the other team may elect to answer the question. If the player answers correctly, the team will receive the point value of that question. If the player answers incorrectly, the team loses its turn and the question remains in play. The game is over when all questions have been asked, or at the end of a time period established by the teacher.

SCOREBOARD

DIRECTIONS: Place a ✓ over the point value of the question chosen by a player.
Place a X over the check mark when the question is answered correctly.

POINTS VALUES					TEAM POINTS
5	5	5	5	5	Team 1
10	10	10	10	10	
15	15	15	15	15	Team 2
20	20	20	20	20	

*Note to the teacher — You can have students make up the questions.

Adapted from: *The New Exploring Science*, Grade: 5, Laidlaw Brothers, 1982

Progressive Trivia (continued)

5 POINT QUESTIONS

1. Why do we sometimes see small, different colored spots in rocks? *because rocks are made up of minerals.*
2. What mineral is used in making windows and drinking glasses? *quartz*
3. How is soil carried to the ocean? *by the current*
4. What mineral is used in making concrete? *limestone*
5. What kind of rock is granite? *igneous*

10 POINT QUESTIONS

1. Where is the mineral for salt found? *in the ground* What is this mineral called? *halite*
2. What mineral is used for aluminum? *bauxite*
3. What type of rock is formed on the ocean floor? *sedimentary*
4. What is the molten rock which moves deep within the earth called? *magma*
5. Why do people use granite to make things? *because it lasts a long time*

15 POINT QUESTIONS

1. What are three types of sedimentary rock? *sandstone, shale, limestone*
2. What are buried parts of plants and animals called when they have turned into rock? *fossils*
3. Name two things that could be made from granite. *tombstones, statues* (answers may vary)
4. When magma breaks through the earth's crust, it forms a *volcano*.
5. When igneous rock cools on the surface of the earth, it forms *lava*.

20 POINT QUESTIONS

1. How is rock formed on the ocean floor? *soil builds up and pressure caused by the weight of the water and the weight of the top layers of soil changes the soil to rock.*
2. What is sandstone mostly made up of? *sand*. What is shale mostly made up of? *clay*.
   What is limestone mostly made up of? *bones and shells*
3. Tell how igneous rock is formed? *hot magma rises and flows into cracks in the earth's crust forming pockets. When it cools, it becomes igneous rock.*
4. What is lava called when it cools and has many holes in it? *pumice*
5. When sedimentary and igneous rock is formed deep in the earth's crust, what is it called? *metamorphic*

   Name two kinds of metamorphic rock? *marble, gneiss*

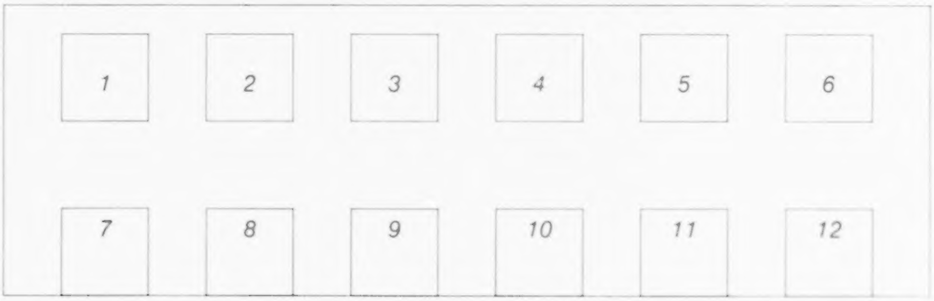
Chapter 12 Simple Machines (pp. 232-246)
GAME: VOCABULARY CONCENTRATION

Players: 1 to 4

Materials: 12 Vocabulary cards, 12 Definition cards, manila folder with 24 pockets.

Object: To match vocabulary words with their definitions.

Play: Place vocabulary word cards in the pockets numbered from 1 to 12 and the vocabulary definition cards in the pockets numbered from 13 to 24. The first player chooses one card, reads it, and tries to locate the correct definition card. If the cards *do not* match, the player returns both cards to the original position and the player's turn ends. If the cards *do* match, the player keeps the pair and takes another turn. The player who collects the most pairs wins the game.



VOCABULARY WORDS

1. lever
2. fulcrum
3. effort
4. resistance
5. first-class lever
6. second-class lever
7. third-class lever
8. pulley
9. inclined plane
10. wedge
11. screw
12. mechanical advantage

DEFINITIONS

A. a force acting on the machine
B. a fixed point
C. a lever that has the resistance between the fulcrum and the effect
D. a straight rod or bar that moves around a fixed point
E. a lever that has the effort between the fulcrum and the resistance
F. the force a machine overcomes
G. a lever that has the fulcrum between the resistance and the effort
H. a sloping surface that moves things from one level to a higher level
I the number of times the machine multiplies the force acting or the machine
J. machine that acts like a lever
K. an inclined plane wrapped around a round object
L. a simple machine that has long sides that slope from a pointed end to a wider end

Adapted from: *Experiences in Physical Science*, Laidlaw Brothers, 1983. Grade Secondary

Chapter 5 Keeping Fit Through Physical Activity (pp. 113-133)

GAME: THE RACE FOR PHYSICAL FITNESS

Players: Two players or two teams, one leader.

Materials: Game board (shown below), markers, list of questions.

Object of the Game: To be the team that crosses the finish line first.

To Play: Place each team's marker on the starting line. The leader reads the question to the first player. If the player successfully answers the question, the player advances 25 meters and the play goes to the other team. If the player fails to answer the question correctly, the first player on the opposing team has a choice: to answer the missed question or answer a new question. Play continues until one team crosses the finish line.

25 meters	50 meters	75 meters	100 meters	125 meters	150 meters	175 meters	200 meters	225 meters	250 meters	275 meters	300 meters	325 meters	350 meters	375 meters	400 meters	FINISH LINE

List of questions for the race for physical fitness.

1. What are physical activities?
2. What are three kinds of physical activities?
3. What is a sport?
4. What are three competitive sports?
5. What is planned exercise?
6. How do calisthenics help a person keep fit?
7. How do exercises help your muscles?
8. What are gymnastics?
9. How does physical activity help the heart?
10. What is a body system?
11. What are two body systems?
12. What is the job of the respiratory system?
13. How does physical activity help the respiratory system?
14. In what two ways can muscles be strong?
15. What is stress?
16. How does physical activity help relieve stress?
17. What are the four points you should check when doing a physical activity?
18. Why is it important to do warm up exercises?
19. Why is it important to do cooling down exercises?
20. What are some warning signs to watch for during and after physical activity?

*Note to the Teacher: You may modify this game by using the rules of any popular sport.

Adapted from: *Good Health for You*, Laidlaw Brothers, 1983, Grade 4

27 Prosperity and Poverty (pp. 480-499)

GAME: TIC TAC TOE

Players: 2 students or 2 teams

Materials: TIC TAC TOE Board made on a manila folder or on the chalkboard. Questions on each space of the board or on cards placed in each space. (Sample questions for Chapter 27 are listed below).

Object: To gain 3 in a row by answering the questions in the spaces.

Play: A member from the X team answers a question. If answered correctly, O team follows, trying to block the X team. The play continues until one team gains three in a row. Other members of the team may contribute during the play. This game was modeled from "Hollywood Squares."

Name 3 labor saving devices. *(vacuum cleaner)* *(Washing machine)* *(Refrigerator)*	Name the first radio station. *(KDKA)*	Name two pilots who flew across the Atlantic Ocean. *(Amelia Earhart)* *(Charles Lindberg)*
Name the man who developed mass production in the auto industry. *(Henry Ford)*	Name four spectator sports that became popular in the 1900's. *(Boxing)* *(Baseball)* *(Tennis)* *(Football)*	Name the first "Talkie" movie. *(The Jazz Singer)*
Name the new music forms created in the 1920's. *(Jazz)* *(Blues)*	Name the famous trial concerning the theory of evolution. *(Scopes trial)*	Give the main cause of the Great Depression of 1929. *(Stock Market Crash)*

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1982, Grade 7-9

10 The New Nation Faces Problems (p. 171-183)
GAME: SOCIAL CLASS MOBILITY

Players: 2 to 4

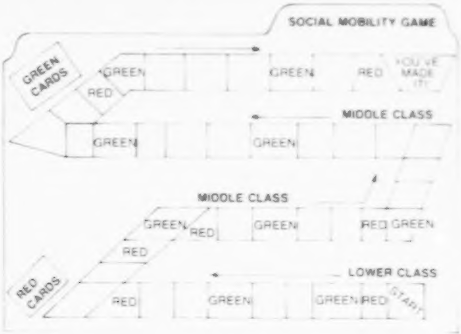
Materials: Game Board, die, red and green cards

Object: To be the first player to reach the "You've Made It" square.

Play: Roll the die and move the correct number of spaces. If you land on a colored space, draw a card and read it out loud. Complete the directions on that card and then give the die to the player on your left. The first player to reach the "You've Made It" square by throwing the *exact* number needed to reach the square is the winner.

DIRECTIONS FOR ASSEMBLY

Use a manila folder to make the following gameboard. Follow the diagram below, using the phrases below.



Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1982 — Grades 709

SOCIAL CLASS MOBILITY — CARDS

GREEN CATEGORY CARDS
You get a job in a bakery — Go ahead 1 space
You get a $10.00 raise for hard work — Move ahead 2 spaces
You purchase land — Move ahead 3 spaces
You enroll in class to learn a skill — Move ahead 1 space
You begin to use skills learned in class — Move ahead 2 spaces
You get citizenship papers — Move ahead 3 spaces
You open your own bakery — Move ahead 2 spaces
Your bakery prospers — Move ahead 1 space
You get a high school diploma — Move ahead 2 spaces
You open another bakery — Move ahead 2 spaces
You buy more land — Move ahead 3 spaces
Your first child goes to college — Move ahead 3 spaces
You buy a third bakery — Move ahead 3 spaces

RED CATEGORY CARDS
You cannot speak English — Go back 3 spaces
You get married — Go back one space
You have a new baby — Go back one space
Your second child is born — Go back one space
Your pay is cut — Go back 3 spaces
You own no property — Go back 3 spaces
You cannot get a loan for property — Go back 2 spaces
Your bakery loses money — Go back 3 spaces
You sell your bakery at a loss — Go back 3 spaces
You cannot vote — Go back 1 space
Your second child cannot find a job — Go back 2 spaces
You cannot pay your bills — Go back 2 spaces
You cannot pay your taxes Go back 3 spaces

Chapter 7 Creating a New Government

Game Bill of Rights Rummy (Pages 126 and 724-726)

Players: 2-4, monitor (optional)

Materials: 40 cards divided into 10 sets of four cards. Each set should contain one freedom and three examples of that freedom.

Objects: To become the first player to "go out" after placing at least one complete set on the table.

Play: Shuffle the cards and deal five cards to each player. Leave the rest of the deck in the middle of the table in a stack. Turn up the top card and put it beside the stack to make a discard pile. Each player draws a card from the stack and discards after his or her turn.

The first player may take the face-up card if it can be used to add to or to complete a set. If the face-up card cannot be used, the player draws the top card from the stack and then discards a card onto the face-up pile, overlapping it so that all the face-up cards are visible. Subsequent players may take any card from the discard pile, but must take all cards on top of it as well.

At any time during the game, players may challenge each other's sets to make sure they are accurate. One student might act as a monitor and use an answer key of correct sets to validate the players' sets. The winner is the first player who "goes out" by discarding his or her last card and saying "Bill of Rights."

Use the information below to make the sets of cards for the Bill of Rights Rummy game. Write the freedoms in one color and the examples in another color to help the students distinguish freedoms from examples.

FREEDOM OF RELIGION

- I want to start a *new religion*.
- I can't salute the flag because of my *religion*.
- I can't fight in the war becaue of my *religion*.

FREEDOM OF THE PRESS

- I wrote a letter to the *editor*.
- I want to start my own *newspaper*.
- I write an article for my school *newspaper*.

FREEDOM OF SPEECH

- I *talk* to my friends about school laws.
- I give a *speech* about unfair taxes.
- I go to the principal to *discuss* my concerns about school laws.

FREEDOM OF ASSEMBLY AND PETITION

- I am in a *protest march* downtown.
- I go to a *rally* about pollution in the town.
- I ask people to sign my *petition* to stop the city from tearing down an old building.

RIGHT TO BEAR ARMS

- I joined a *gun club*.
- I have a *hunting license*.
- My father registered his *handgun*.

PROTECTION AGAINST ILLEGAL SEARCH

- Police must have a *search warrant* to search your house.
- A *search warrant* must be signed by a judge.
- Police must have a reason to want to *search* a house in order to get a *search warrant*.

RIGHT TO DUE PROCESS

- You are innocent until *proven guilty*.
- New evidence is found to appeal a *court case*.
- I can *sue* for bodily harm.

RIGHTS TO COUNSEL AND TRIAL BY JURY

- I demand a *trial by jury*.
- I want to call my *lawyer*.
- I have the right to have a *lawyer*.

RIGHT TO JUST COMPENSATION FOR PROPERTY

- If the *government* wants *my land* it must pay me for it.
- If the *government* wants *my house* it must pay me for it.
- If the *government* wants *my land* for a new highway, it must pay me a fair price.

FREEDOM FROM CRUEL AND UNUSUAL PUNISHMENT

- Criminals cannot be *tarred and feathered*.
- No one can be *drawn and quartered*.
- No one can be *burned at the stake*.

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1984

Chapter 40 Close-up: The Watergate Affair

Handout 23j

Game What Happened Where? (Pages 688–695)

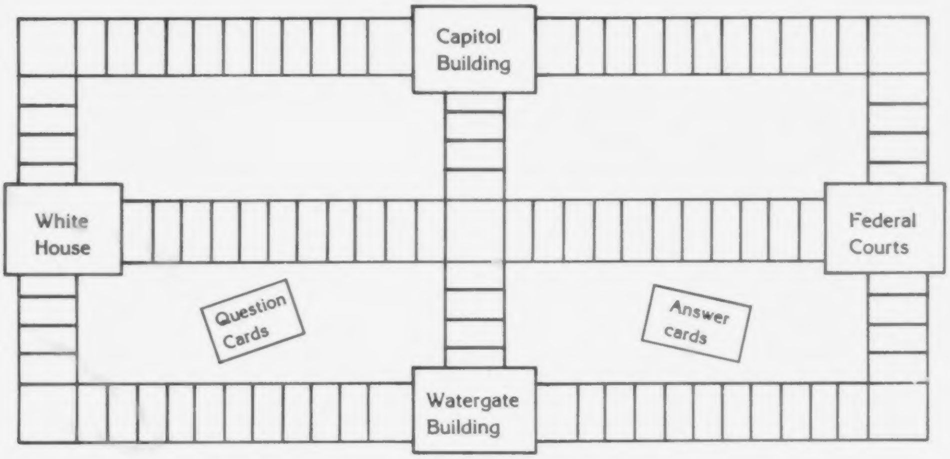
Players: 2, 3, or 4 players

Materials: Game board, question cards and answer cards, game pieces, die/spinner

Object: To have the most question cards and answer cards after all 15 question cards have been played

Play: Place the question cards in numerical order in the space provided on the game board. Place the answer cards in numerical order, face down, in the space provided. Each player chooses a game piece and places it on one of the four buildings on the board. The players then roll the die to decide who begins the game. The first player reads aloud the first question card and decides where that event occurred. The player tries to get to that building by rolling the die and moving towards it. A few rolls of the die will be necessary at this point. Students may roll higher than necessary to arrive at their building.

When the player arrives at the building, he or she picks the answer card with the corresponding number to see if it is correct. If the building choice is correct, the player keeps the question and answer cards. The player then picks another question card, reads it aloud, and begins to move toward the building where that event occurred. If the building choice is incorrect, the player must get to the building which was specified on the answer card. During successive turns, the player rolls the die and moves the game piece towards the correct building. Play continues until all the question cards are used. The winner is the player with the most question cards and answer cards.



QUESTION CARDS	ANSWER CARDS
1 President Nixon made tape recordings of nearly all conversations that took place in his office in this building.	1 White House
2 Listening devices—bugs—were to be placed on the telephones of Democratic party leaders in this building.	2 Watergate Building
3 James McCord and four others broke into offices in this building to get pictures of important papers.	3 Watergate Building
4 Intruders in this building were disovered by a security guard, Frank Wills, who called the police.	4 Watergate Building
5 On a tape in his office, President Nixon told H.R. Haldeman that the FBI should not go any further in this case.	5 White House
6 The Watergate burglars came to trial before Judge Sirica in this building.	6 Federal Courts
7 The Ervin Committee was set up in this building to look into the Watergate matter.	7 Capitol Building
8 Jeb Magruder told federal lawyers who worked in this building that he had lied at the Watergate trial. Magruder said that people close to Nixon, such as Dean and Mitchell, were involved in the Watergate case.	8 Federal Courts

Card information continued on next page

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1984

MANIPULATIVE

DESCRIPTION

A manipulative provides a kinesthetic approach for applying, categorizing, and relating information. Many students learn and retain new information by using a hands-on approach. Two examples of manipulatives are *pocket charts* and *study cards*. When using a pocket chart, the student is required to place cards into corresponding pockets. Study cards are also categorized or matched to related information.

A manipulative provides the opportunity for repeated practice and eliminates the need to write. For some students, a manipulative may be highly motivational. Students may use a manipulative in a resource room, independently or with a tutor.

A manipulative provides a unique way to practice by allowing those students who have difficulty writing to demonstrate an understanding of facts and concepts through a hands-on approach. A manipulative is also excellent for students who need repetition and practice in order to learn and retain new information. Peer interaction may be promoted by allowing students to work on a manipulative together.

HOW TO MAKE

1. Identify information that can be categorized or matched
2. Choose the type of manipulative:
    Pocket chart
    Study cards
3. Assemble the manipulative
4. Write clear and concise directions for doing the activity
5. Prepare an answer key

HOW TO USE

1. To review for a test
2. To improve memory of facts and concepts
3. For additional practice in the resource room
4. As an alternative to a written test
5. To supplement a written test

CAUTIONS

1. Make sure the manipulative matches the ability and maturity level of the student
2. Make the answer key accessible to students who are mature enough to check their own work.

Handout 24a

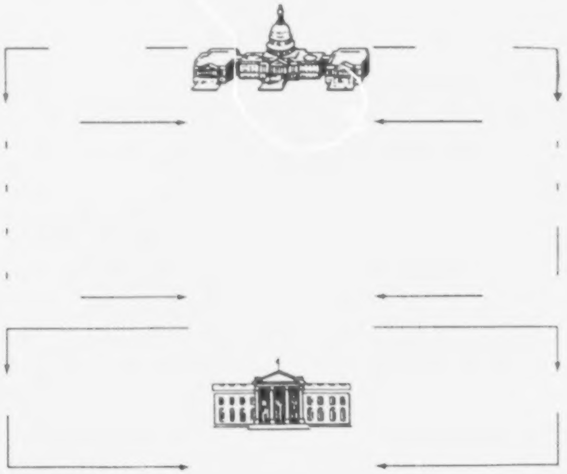
Chapter 17 Congress at Work (pp. 292)

MANIPULATIVE: HOW A BILL BECOMES A LAW

DIRECTIONS FOR PREPARATION

Make a copy of the chart on page 292 (shown below) and omit information to be learned. Write the information on *index* cards and have the student place the cards in the correct order on the chart. This activity may be reprinted as a practice exercise or used as a test for students with poor writing skills.

Optional ways to use: 1. A chart with part of the information filled in may be given to students that need clues. (see below). This information may gradually be removed. 2. Students who have exceptional writing skills may write in the information after first practicing with the cards. They may use the chart on page 292 to check and recheck their answers.



PLACE THE FOLLOWING INFORMATION ON INDEX CARDS

Referred to House Committee

Referred to Subcommittee

Reported by Full Committee

House Approves Conference Report

Rules Committee Action

House Debate Vote on Passage

Senate Approves Conference Report

President Signs Bill Into Law

Referred to Senate Committee

Referred to Subcommittee

Reported by Full Committee

Bill Introduced in Senate

House-Senate Conference Resolves Differences Between the Bills

Most Bills Die After Reaching Committee

Bill Introduced in House

Senate Debate, Vote on Passage

Adapted from: *Government and Political System*, Laidlaw Brothers, 1983. Grade: Secondary

Unit 1 Sky Watching (p. 9-14 and 26-28)

MANIPULATIVE: IS IT A PLANET OR A STAR?

DIRECTIONS FOR PREPARATION

Transfer the information or glue the sample below onto a piece of light weight cardboard. Punch out the circles. On the back of the manipulative, complete the answer key by drawing boxes around the punched circles as the diagram shows.

PLANET OR STAR

DIRECTIONS: Read the question, select the answer and insert a pencil into the appropriate circle. Without removing the pencil, turn the card over to check the answers.

	planet	star
• made up mostly of gases	ⓟ	○
• group of them from a picture	○	ⓢ
• Venus is a . . .	ⓟ	○
• has different colors	○	ⓢ
• does not give off own light	ⓟ	○
• coolest are read	○	ⓢ
• made up of hot gases that give off light	○	ⓢ
• made up mostly of rock and iron	ⓟ	○
• moves in an egg-shaped path	ⓟ	○
• the sun is a medium-sized . . .	○	ⓢ

Adapted from: *The New Exploring Science*, Brown Book, Grade 4, Laidlaw Brothers, 1982

Chapter 2 Learning Basic Car Controls (pp. 18-19)

MANIPULATIVE: DEFINITIONS OF CAR CONTROLS

DIRECTIONS FOR PREPARATION

Place the following terms and definitions on *index cards*. Place a picture of each control on an index card.

TERMS	DEFINITION
selector level	in a car with automatic transmission the lever that the driver moves to control forward or reverse gears
gear-shift lever	in a car with manual transmission, the lever a driver moves to choose the desired gear position
ignition switch	the switch in which the driver places the key before starting the car
parking brake	the brake that holds the car in place while parked
clutch pedal	in a stick shift car, the pedal that is pressed down with the foot before shifting gears
foot-brake pedal	the pedal the driver pushes to cause a car to slow or stop
accelerator pedal	the pedal the driver pushes to control the speed of the car by regulating the flow of fuel and air to the engine

DIRECTIONS FOR USE: Take three piles of cards: term cards, definition cards, and picture cards. Match each term, definition, and picture.

VARIATIONS

A) Prepare a chart on which to place the cards

TERMS	PICTURE	DEFINITION

B) Have students complete the task in pairs.
C) Times may be recorded and each player can try to beat their own time or the time of their classmates.
D) Place the term on index card dividers in a filing box. File the definition and picture behind the name of the car control.

*Note to the teacher: Use this format for any related set of car parts, i.e., instrument panel, safety devices, body parts.

Adapted from: *Driving Right*, Scott Forsman, 1982, Grade 10-12

Chapter 4 Classifying Living Things (p. 76)

MANIPULATIVE: A CATALOG OF LIVING THINGS

DIRECTIONS FOR PREPARATION

Place pockets on a manilla folder and write one of the 5 kingdoms on each as shown in the example below. Write the names of each phylum, subphylum or class on a card which is to be placed into the pockets. For students that need an additional clue write the number of cards needed to complete each pocket.

DIRECTIONS FOR STUDENTS

Place the name cards in the correct kingdom pocket.

LIVING THINGS

Monerans (2)

Protists (2)

Animals (9)

Fungi (4)

Plants (4)

Names of living things:

Monerans

Blue-green algae
Bacteria

Fungi

Club fungi
Sac fungi
imperfect fungi
slime molds

Protists

Animal-like
Plant-like

Plants

ferns
Algae
Mosses
Liverworts

Animals

sponges
coelenterates
mollusks
arthropods
flatworms
roundworms
annelids
echinoderms
chordates

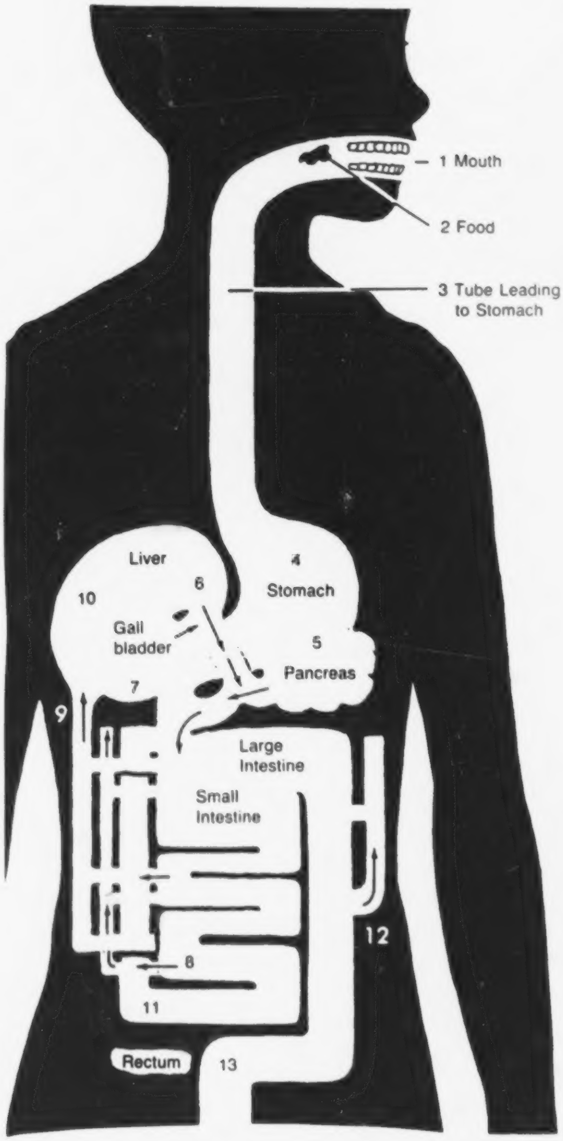
Adapted from: *Experiences in Life Science*, Laidlaw Brothers, 1983, Grade: Secondary

Chapter 3 Eating For Health and Energy (pp. 65-70)

MANIPULATIVE: YOUR DIGESTIVE SYSTEM

Introduction: The process of breaking down food is called digestion. Digestion of food is carried out by our digestive system.

DIRECTIONS: Take a card from the card pocket, read it and decide which part of the body performs that function. Put it in the correct pocket in the diagram. Turn to the back to check your answer.



Card pocket

CARDS FOR THE BODY FUNCTIONS

1. Waste moves from the small intestine to the large intestine.
2. Water is absorbed through the walls of the large intestine.
3. Liver stores some nutrients, changes some nutrients, and releases some nutrients back into the bloodstream.
4. Waste is held in the rectum until it passes from the body.
5. Nutrients move with the blood to the liver.
6. Gallbladder stores extra bile.
7. Pancreas makes and releases enzymes to the small intestine.
8. Liver sends bile to the small intestine.
9. Food is churned and mixed with certain digestive juices.
10. Food passes down the tube leading to the stomach.
11. Teeth chew food. Waterlike digestive juice in the mouth mixes with food.

ANSWER KEY

mouth 11	liver 3, 8, 5
tube 10	gallbladder 6
stomach 9	large intestine 2
pancreas 7	small intestine 1
	rectum 4

Enlarge illustration.

***Note to teacher:** *Make pockets for each of the organs, and write the answer key on the back.*

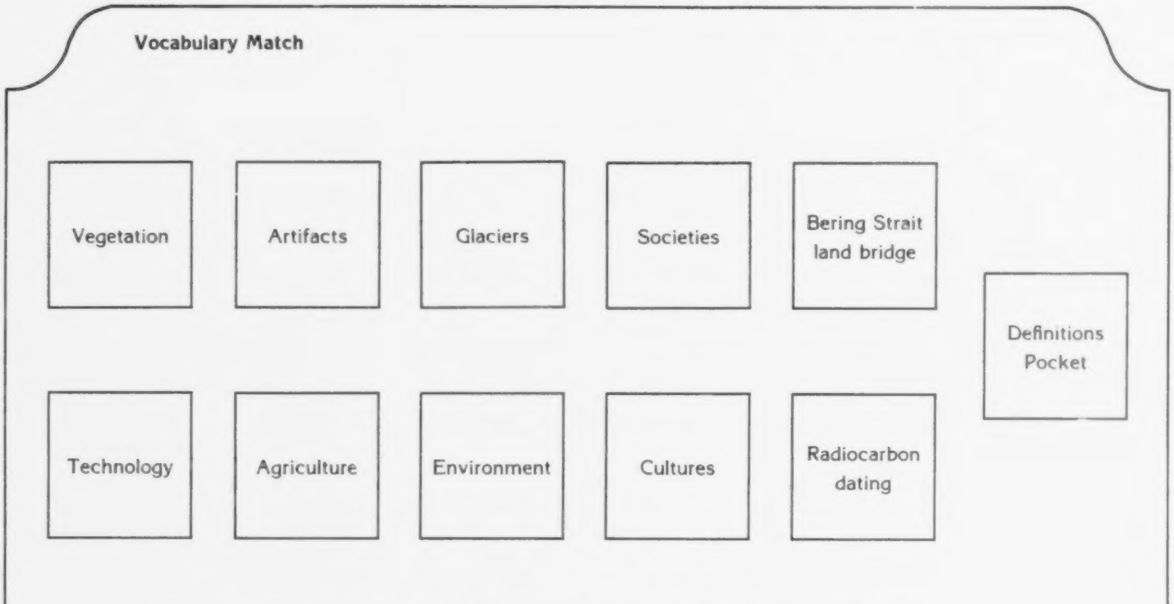
Adapted from: Good Health For You, Laidlaw Brothers, 1983. Grade: 5

Chapter 1 The Earliest Americans

Handout 24f

Manipulative Vocabulary Match (Pages 19-23)

Use poster board or a large manila folder to make a pocket chart that looks like the diagram below. Write each definition on a separate card and place the cards in the Definitions Pocket of the chart. Place an answer key behind the chart or in another convenient hidden place for the students to check later.


Vocabulary Match
Vegetation
Artifacts
Glaciers
Societies
Bering Strait land bridge
Definitions Pocket
Technology
Agriculture
Environment
Cultures
Radiocarbon dating

Directions Take one of the cards from the Definitions Pocket. Read the definition and place it in the pocket of the correct word. Use all the cards. Check your answers with the answer key when you are finished.

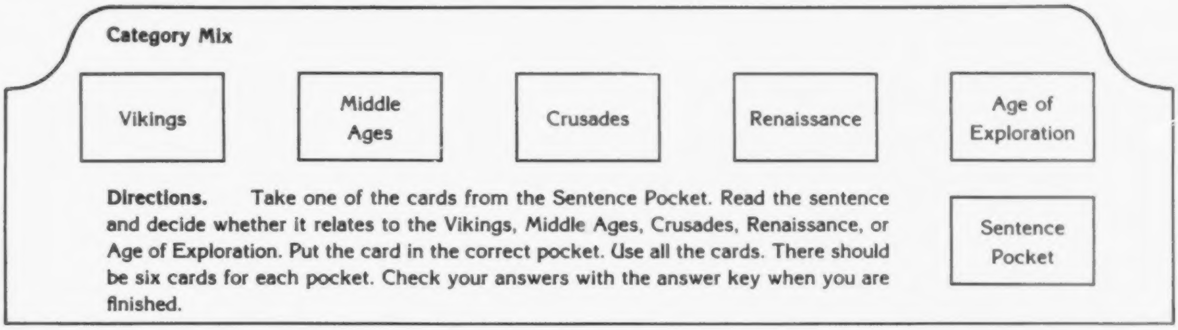
VOCABULARY WORDS	DEFINITIONS
Radiocarbon dating	Method of dating once-living things by measuring the amount of radioactive carbon they contain
Artifacts	Things left behind by early people
Glaciers	Large sheets of ice that once covered great portions of the earth
Bering Strait land bridge	Strip of land connecting Asia and North America that appeared during the Ice Ages
Vegetation	Plant life
Environment	A place that has certain natural conditions, such as a dry desert or a temperate forest
Cultures	Ways of life
Technology	The making of tools and weapons
Agriculture	The raising of crops for food
Societies	Groups of people who share many of the same traditions, institutions, and interests

Adapted from *The Challenge of Freedom*, Laidlaw Brothers

Chapter 2 The European Exploration of America

Manipulative Category Mix (Pages 37–40)

Use poster board or a large manila folder to make a pocket chart that looks like the diagram below. Write each fact from the Category List on a separate card and place all the cards in the Sentence Pocket of the chart. Place an answer key behind the chart or in another convenient hidden place for the students to check later.



Directions. Take one of the cards from the Sentence Pocket. Read the sentence and decide whether it relates to the Vikings, Middle Ages, Crusades, Renaissance, or Age of Exploration. Put the card in the correct pocket. Use all the cards. There should be six cards for each pocket. Check your answers with the answer key when you are finished.

Category List

VIKINGS The name of these people means "to go raiding."	One of their explorers was Eric the Red.
They named a cold land in the Atlantic Ocean *Greenland.*	They were fierce warriors from Scandinavia.
They called the Atlantic Ocean the "Sea of Darkness."	Sagas were told about their heroes and explorers.
MIDDLE AGES Travel was unsafe and trade became difficult during the early part of this period.	People lived on manors or estates during this period.
Warfare among landholding nobles was common during the early part of this period.	Most of the manors where people lived were self-sufficient.
This period of time lasted from about A.D. 500 to about A.D. 1300.	Many people sought protection from landholding nobles and helped to farm the nobles' land.
CRUSADES These wars were fought to regain the Holy Land from the Moslems.	These wars led to increased trade in Europe.
These wars began in A.D. 1096.	People who fought these wars returned with spices and silks from the Middle East.
People who fought these wars returned with goods, such as ivory, from the Middle East.	These wars were fought between Middle Eastern Moslems and European Christians.
RENAISSANCE Scholars were employed by kings and nobles to study art and science.	This was a period of rebirth in learning.
Great works of art were created during this period.	This rebirth in learning began in Italy in the 1300's.
Great works of architecture were created during this period.	This rebirth in learning quickly spread to other areas of Europe.
AGE OF EXPLORATION Columbus led a voyage westward to America.	Brazil became Portugal's only land in America.
Columbus landed on San Salvador in the Caribbean Sea.	Sebastian Cabot discovered the Hudson Straits.
Portugal wanted to find an ocean route around Africa to the Far East.	Cartier of France explored the St. Lawrence River.

Adapted from *The Challenge of Freedom,* Laidlaw Brothers

Chapter 15 Debate and Compromise

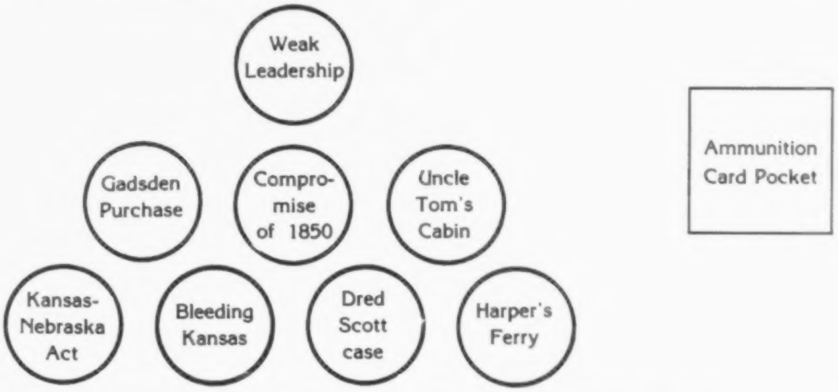
Handout 24h

Manipulative Ammunition for the Civil War (Pages 269–278)

Use poster board or a large manila folder to make a pocket chart that looks like the diagram below. Write each example from the list on a separate card that will fit into the cannonball pockets and place all the cards in the Ammunition Card Pocket. Place an answer key behind the chart or in another convenient hidden place for the students to check later.

Ammunition for the Civil War

Directions. Shown on each cannonball is an issue that provided "ammunition" for the Civil War. Take a card from the Ammunition Card Pocket. Read the card and decide which issue it describes. Put the card in the correct cannonball pocket. Use all the cards. There should be two cards for each pocket. Check your answers with the answer key when you are finished.



ISSUE	EXAMPLE
Weak Leadership	Presidents Buchanan and Pierce were unable to give the country the stong *leadership* that it so greatly needed. The new leadership in Congress in the 1850's stirred feelings of sectional anger, which *weakened* national unity.
Gadsden Purchase	Congress *bought* land from Mexico, which strengthened the case for a southern railway. Northerners felt cheated by the *purchase* of land from Mexico for a southern railway.
Compromise of 1850	One of the major stumbling blocks of this *compromise* was the Fugitive Slave Act, which pleased the South and angered the North. A weakness of this *compromise* had to do with popular sovereignty, which meant that citizens could decide if slavery was to be allowed in their territory.
Uncle Tom's Cabin	This was a *book* that pictured slave life at its worst. Bitterness sparked by this *book* caused many northerners to continue to help escaping slaves.
Kansas-Nebraska Act	This *Act* of 1854 organized the land north of 36°30′ into two new territories. The *Act* meant that slaveholding was no longer outlawed in the land north of 36°30′.

Adapted from *The Challenge of Freedom*, Laidlaw Brothers

continued

HOME ECONOMICS: Liquid Measurement
MANIPULATIVE
INTRODUCTION

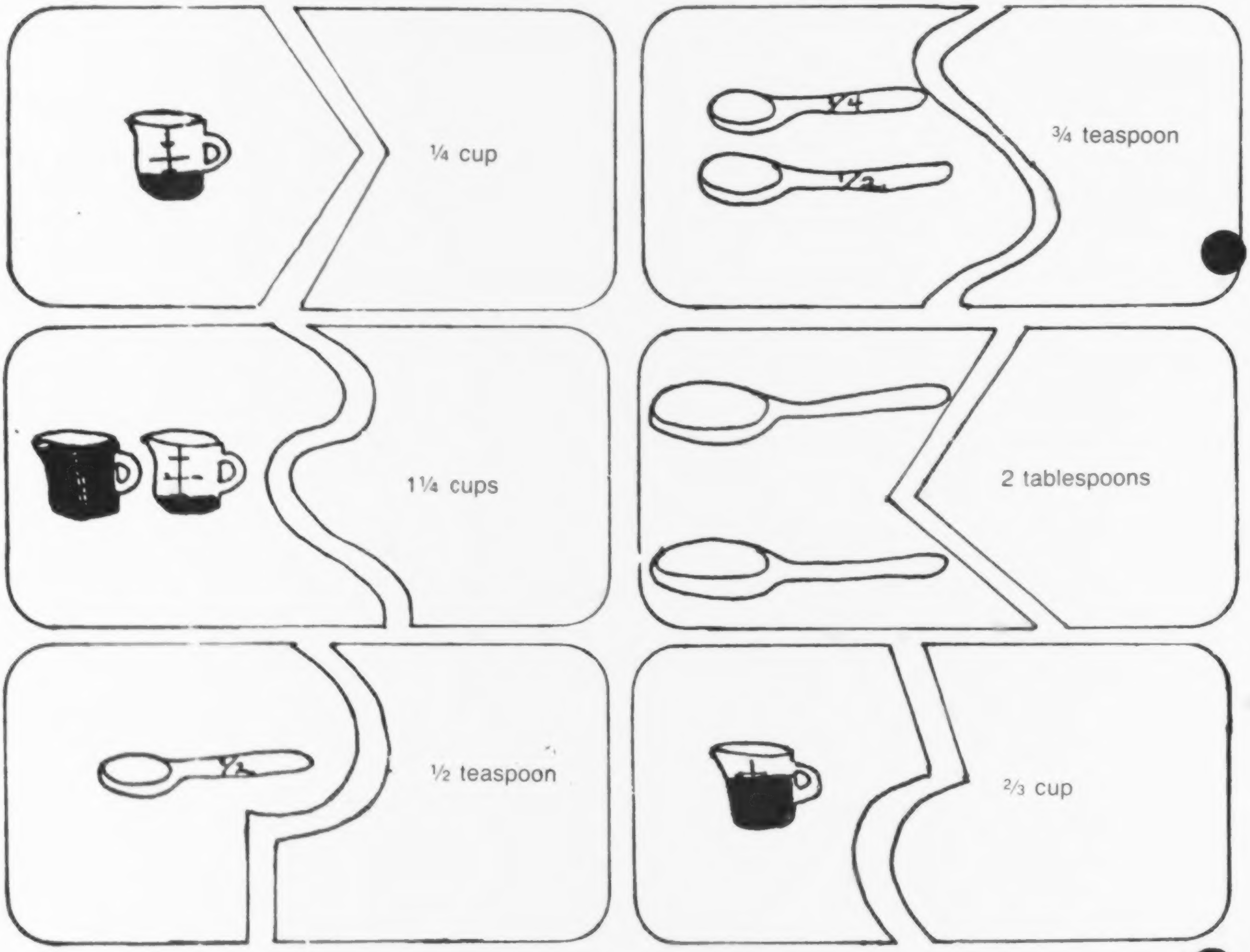
To follow a recipe, many different measurements are needed. This puzzle or game will help you review the measurements needed to follow a recipe.

DIRECTIONS FOR PREPARING FACT CARDS

Write different measurement on cards. Beside the measurement draw an illustration of that measurement. Cut each card in half as shown in the picture below.

DIRECTIONS FOR THE STUDENTS

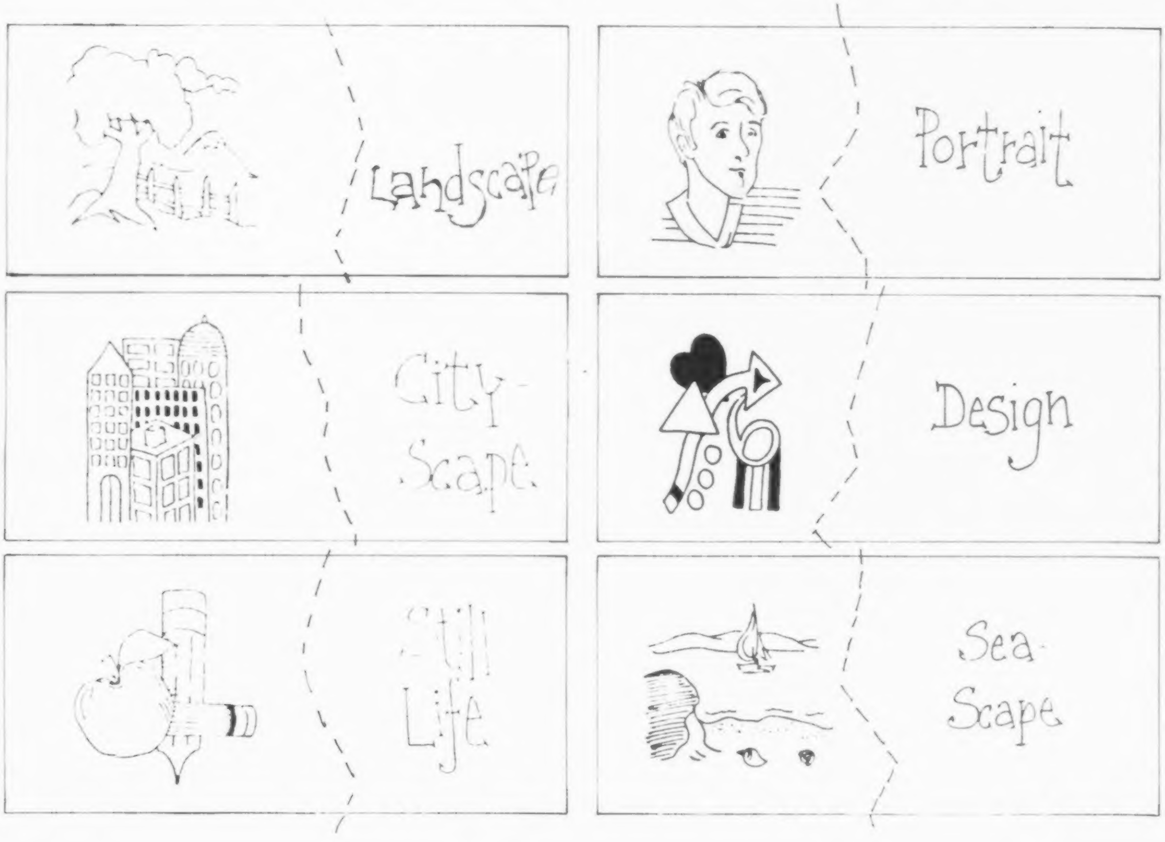
Divide the cards into two sets, ask the students to match the cards to complete the sets. Students may be timed as they form the sets.



ART: TYPES OF PAINTINGS MANIPULATIVE

DIRECTIONS FOR PREPARATION

Make a set of puzzle cards like the examples below. Cut the word and picture card apart.


Landscape
Portrait
City-Scape
Design
Still Life
Sea-Scape

DIRECTIONS FOR THE STUDENT

Match each type of painting with a picture of an example. They will fit together like a puzzle.

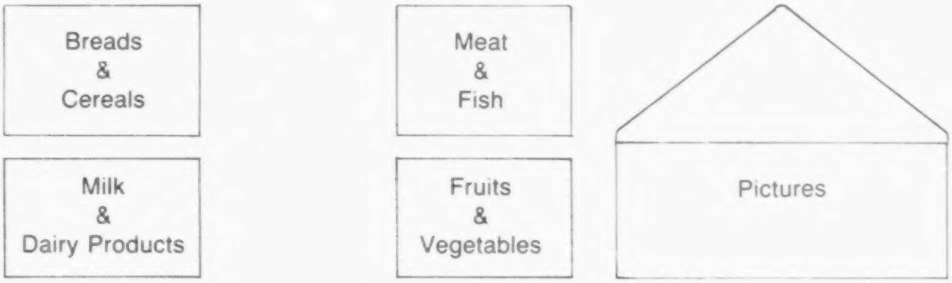
Handout 24k

HEALTH: FOOD GROUPS

MANIPULATIVE: FOOD FOR THOUGHT

DIRECTIONS FOR PREPARATION

Make a pocket chart with the names of each food group on the pocket. Cut out pictures of types of food and place them in the envelope.


Breads & Cereals
Meat & Fish
Milk & Dairy Products
Fruits & Vegetables
Pictures

DIRECTIONS FOR THE STUDENT

Take a picture card from the envelope. Look at the four food group pockets. Place each picture in the correct pocket.

MANIPULATIVE FOR ADAPTED ACTIVITIES

TRAINER DIRECTIONS:

- Use a manila folder to make a pocket chart (see Handout 24g).
- Write the name of each adapted activity on the pockets and the definitions for each on cards.
- Write directions on the folder and have participants place definition cards in the appropriate pocket.

NOTE: This activity will provide additional guided practice for participants to become familiar with the adapted activities.

IDENTIFICATION OF ADAPTED ACTIVITIES

TRAINER DIRECTIONS:

- Provide participants with copies of Handouts 25-32
- Ask the participants to examine each worksheet and then indicate the name of the adapted activity that it represents.
- Use the following answer key to check:

  25 — Manipulative
  26 — Information Organizer
  27 — Structured Study Guide
  28 — Game
  29 — Concept Activity
  30 — Application Activity
  31 — Skeletal Outline
  32 — What You Need to Know

Handout 25

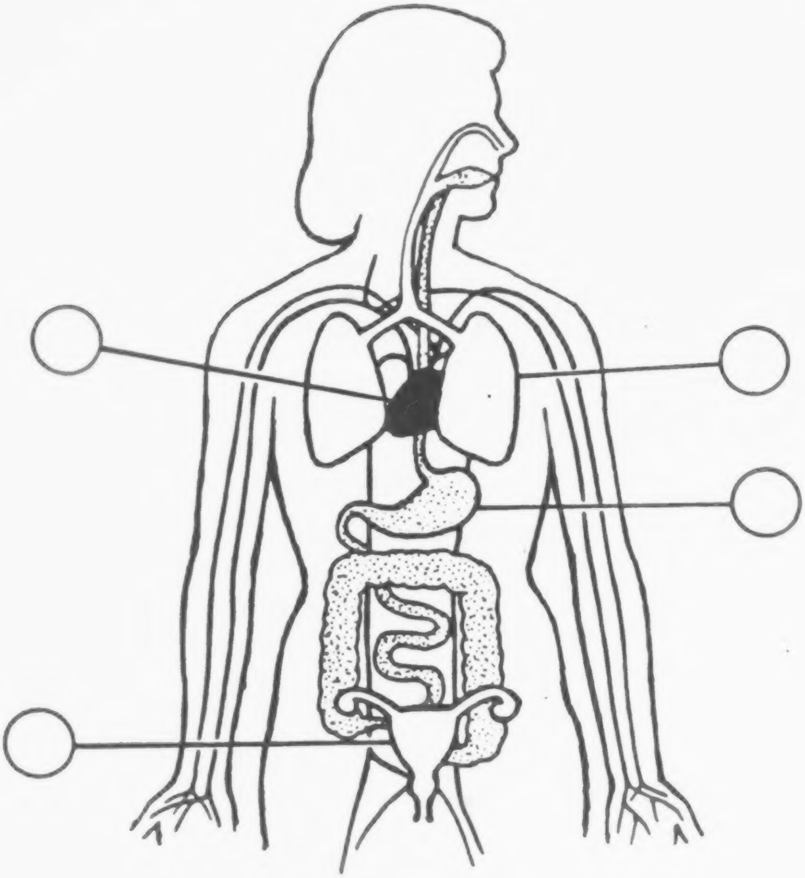
Name of Activity ______________________________

Organs of the Body

DIRECTIONS: Look at the names of organs in the organ bank. Cut out each word and paste it on the correct circle in the picture below.

ORGAN BANK

- Heart
- Lungs
- Stomach
- Uterus



Name of Activity ______________________

Seeing and Hearing (p. 9-32)

DIRECTIONS: Look at the word bank below. Decide if the word is a part of the eye or part of the ear. Write the word under the correct heading. The first two have been done for you.

WORD BANK

lens
anvil
pupil
inner ear
optic nerve
stirrup
auditory nerve
outer ear
cornea
retina
hammer
middle ear
iris
eardrum
cochlea
lid

eye	ear
lens	hammer

Name of Activity ________________________

Visible Weather and Why (pp. 11-15)

DIRECTIONS: Use your book to fill in the missing words.

Precipitation

(Page 11) 1. Precipitation is any *moisture* that falls from the clouds.

2. Warm air from the earth's surface is constantly *rising*.

3. When warm air reaches cooler air in the atmosphere, *condensation* takes place.

4. What was dry water vapor now has become *heavy*.

5. It begins its return journey to the earth in some form of *moisture*.

(page 12) 6. When these droplets become heavy enough to yield to the force of gravity and begin to fall, they pass through the *cooler* air which turns them into *rain*, *sleet*, or *hail*, *snow*.

Snow

1. Snow is water in *solid* form.

2. It begins as a tiny bit of *ice*.

3. As it moves it grows in *size*.

4. Snowflakes form only when the condensation of dry water vapor occurs at a temperature of *below freezing*.

Hail

1. Hail is mostly a product of *cold-front* storms.

2. When the ground temperature is below freezing, hail does ________ form.

3. The creation of hail begins when a drop of *rain* or snow *pellet* is drawn upward by the wind.

4. As it rushes higher it *freezes* then it falls again.

5. When it becomes so ________, the hail *stone* falls to earth.

6. Hail, being a part of a *thunderstorm* also needs warm weather.

Sleet

1. Sleet is *grains of ice*, ice pellets or frozen *raindrops*

2. It forms when raindrops from the *upper* air fall through a layer of air which is *colder* than 32°.

3. Sleet is only frozen *rain*.

Name of Activity ______________________

TIC TAC TOE

Objective: To identify compound words, contractions, plurals and possessives.

Players: 2 teams or 2 students

Materials: TIC TAC TOE board made on a manila folder or on the chalkboard.

Object: To gain 3 x's or 3 o's *in a row* by answering questions in the spaces.

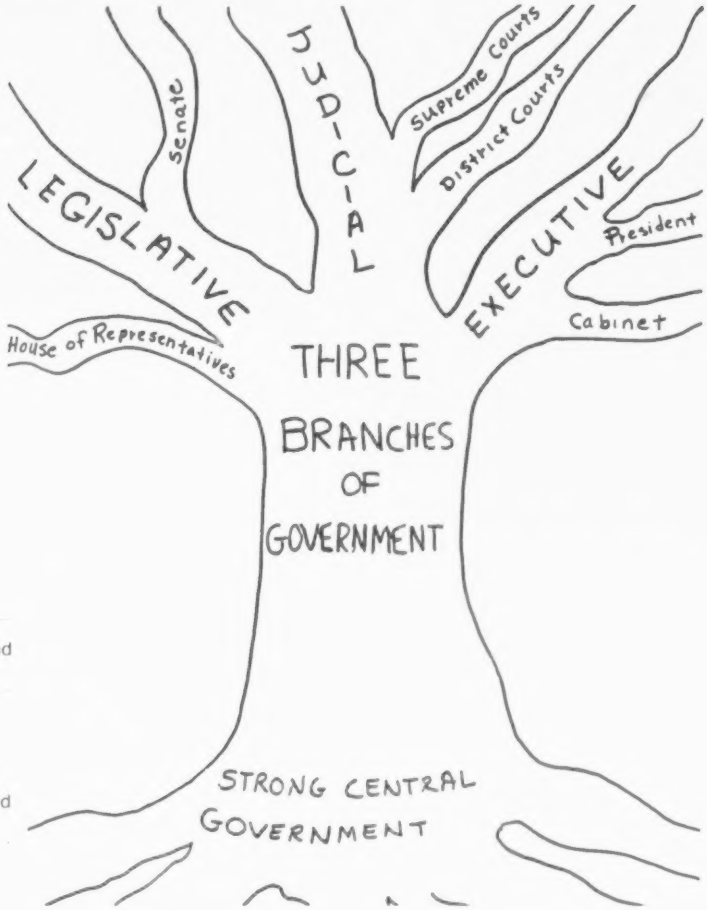
Play: A member from the x team answers a question. If the question is answered correctly, the teacher marks an x on that block. The o team follows trying to block the x team. The play continues until one team gets three squares in a row.

Name 2 compound words	Name 2 contractions	What are the words for these contractions? don't couldn't
What does this possessive mean? I wore Sue's coat.	What kind of words are these? suitcase schoolhouse football	What does this plural mean? I have three coats.
What kind of words are these: can't doesn't I'm	Name the possessive for: the hat that belongs to the girl.	Name the plural for these words: girl boy ball game

Name of Activity ______________________

Creating A New Government (pp. 125-129)

DIRECTIONS: Examine the picture and answer the questions below.


JUDICIAL
Senate
Supreme Courts
District Courts
LEGISLATIVE
EXECUTIVE
President
House of Representatives
Cabinet
THREE BRANCHES OF GOVERNMENT
STRONG CENTRAL GOVERNMENT

DISCUSSION QUESTIONS

1. The three branches of government are ________ ________, ________, and ________
2. The legislative branch is made up of the ________ ________ and ________
3. The judicial branch of government includes ________ ________ and ________
4. The executive branch of government includes ________ and his ________

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1982. Secondary

Chapter 9 The Early Years of the Republic

Name of Activity ____________________

Life-styles in the 1800's (Pages 155–157)

Introduction. Many changes took place in the ways Americans lived and worked in the early 1800's. These changes helped to shape new and different life-styles in The United States.

Directions. Step 1. Read the notes below to help you understand the differences between the northern and southern life-styles.

NORTHERN LIFE-STYLE	SOUTHERN LIFE-STYLE
Many people lived in or near cities. Factories and businesses grew in the cities. The cities drew people of different backgrounds and interests. Cities became centers of American culture. The labor force was made of skilled workers, such as carpenters and shipbuilders. The North had resources that included water-power, good transportation, fine harbors, and raw materials.	Farming was a traditional way of life. Each family produced enough food and livestock to meet its needs. Unused food or livestock was sold or traded at the market. Cash crops, such as cotton, were grown to be sold. The cotton gin cut the time it took to pick the cotton. The economy was dependent on farming.

Directions. Step 2. Work with a partner and pretend that you are cousins living in the early 1800's. One of you lives in the South and the other one lives in the North. Write a letter to your cousin and tell some things about your life. Use the notes above to help you.

Date ____________

Address ____________

Dear ____________

____

____

____

____

____

____

____

____

Your cousin,

____

Adapted from *The Challenge of Freedom*, Laidlaw Brothers, 1984

Name of Activity ______________________

Chapter 25 Treasures of the Earth (pp. 488-491)

DIRECTIONS: Complete the outline below.

Renewable Resources

I. Plants as a renewable resource (p. 448)

A. Plants are an *important resource*.

1. Many foods are *made from plants*
2. Trees are *used for lumber*
3. Clothing is *sometimes made from plants*
4. Many medicines are *made from plants*.

B. Plants and other living things are able to reproduce.

1. Trees and some plants *grow seeds and may be related*.
2. Scientists may *produce special kinds of trees and plants*.
3. Many plants *produce seeds and new plants naturally*.

II. Animals as a renewable resource.

A. Animals provide *meat and other foods*.

B. Clothes and soap are *made from animals*.

C. Animals can be *tamed*.

1. *sheep*
2. *pigs*

D. Special breeds of animals *may be produced*.

1. *chickens*
2. *cattle*

Non-Renewable Resources

I. Land as space for living (p. 489)

A. Each person has a *small amount of space in a city environment*

B. Each person has a *larger amount of space in a country environment*

C. Land is needed for *for building homes, cities, roads, and parks*

D. Land that provides space for buildings and other things cannot *be used for anything else*.

Adapted from *Experiences In Earth-Space Science*, Laidlaw Brothers, 1983. Grade: Secondary

Name of Activity ______________________________

Chapter 18 Ecology (pp. 345-351)

DIRECTIONS: Read the pages assigned in your text and write the meaning of each word in the space provided.

Vocabulary	Page	Definition
HELPFUL INTERACTIONS		
1. Commensalism	347	
2. Mutualism	347	
HARMFUL INTERACTIONS		
1. Amensalism	348	
2. Parasitism	349	
3. Predation	350	
4. Neutralism	351	
LIVING THINGS		
1. Host	349	
2. Predator	350	
3. Prey	350	

Adapted from *Experiences in Life Science*, Laidlaw Brothers, 1983. Secondary.

COMPLETION OF INDIVIDUALIZED OPTION PLAN (INSTRUCTION)

TRAINER DIRECTIONS:

- Have participants refer to the partially completed IOP, Handout 19 on which they have already listed student problems (See Assessment Module)
- Direct participants to complete the Teaching Options part of the form
- Suggest that participants use Handout 25, Overview of Adapted Activities as a reference
- Suggest that participants refer to Handouts 26-33 for additional references if needed

DEVELOP ADAPTED ACTIVITIES

TRAINER DIRECTIONS:

- Provide paper, scissors, pens, pencils, tag board, glue etc., for participants to use.
- Provide textbooks or other content material suitable for adapting or allow participants to use their own material.
- Ask participants to focus on a specific academic problem that was identified as a need on their student's Individual Option Plan.
- Direct participants to make their own adapted activities designed to meet the needs of the identified student. Suggest that they refer to handouts 25, to 33, sample adapted activities, as models.
- Give participants an opportunity to share completed activities.

MANAGEMENT INTRODUCTION

TRAINER NOTES:

This module is designed to provide assistance in establishing classroom organization and behavior management procedures. Through implementation of the strategies and techniques presented, participants will be able to prevent behavior problems or change inappropriate behavior.

Based upon the information obtained through the assessment process, they will then be able to choose one of the management forms provided to meet specific needs. An overview of the organization and management forms has been provided which describes each form and the student need for which it was designed. Then a copy of each form has been included which teachers can implement in their classrooms or use as a model in developing their own forms.

Objectives for the Management Module include the following:

Participants will:

1. Become aware of the Overview of Organization and Management Forms
2. Develop a management form or technique based on assessment information
3. Plan for the implementation of organization and management forms

MANAGEMENT

Content Outline for the Trainer:

I. Management Introduction

II. Management Activities
  - Trainer Directions
  - Transparency O — Management

III. Activity 10 — Overview of Organization and Management Forms
  - Trainer Directions
  - Transparency P — Organization and Management Forms
  - Handout 33 — Overview of Organization and Management Forms
  - Handouts 33a to l — Sample Forms

IV. Activity 11 — Completion of IOP (Management)
  - Trainer Directions

V. Activity 12 — Develop a Management Form
  - Trainer Directions

VI. Activity 13 — Role Play: Implementation of a Classroom Management Form
  - Trainer Directions
  - Handout 34 — Implementation of a Management Form

MANAGEMENT

TRAINER DIRECTIONS:

- Refer to Transparency O, Management
- Review the activities for the Management Module as they relate to the four types of learners

Transparency O

MANAGEMENT

Type Four Learner **Application of Experience** Present Role Play Utilizing Management Forms	*Type One Learner* **Motivating Experience** Discuss Various Management Problems in the Classroom
Type Three Learner **Practice & Personalization** Develop Behavior Management Forms	*Type Two Learner* **Presentation & Concept Formation** Listen to a Lecture on Types of Management Forms

Transparency P

ORGANIZATION AND MANAGEMENT FORMS

- Individual Planning Log
- Student Self Progress Record
- Adapted Activities Assignment Sheet
- Classroom Rules Planning Guide
- How to Succeed With a Little Bit of Effort
- Contract
- Chapter Contract
- Extra Credit Contract
- Parent Communication Letter
- Teacher/Student Communication Memo
- Continuous Progress Report

OVERVIEW OF ORGANIZATION AND MANAGEMENT FORMS

TRAINER DIRECTIONS:

- Provide participants with a packet consisting of:
    Handout 33
    Handout 33a to I
- Refer to Transparency P and describe each form in depth

OVERVIEW OF ORGANIZATION AND MANAGEMENT FORMS

Form	The Student Has Difficulty	The Student Needs
Individual Planning Log Assists students in structuring and organizing the steps to complete projects, reports and on-going assignments.	• Organizing information • Budgeting time • Working independently	• Structure • Consistent routine • Immediate feedback • Written reinforcement
Student Self-Progress Record Provides a structured way for students to record daily assignments and grades.	• Completing assignments independently • Organizing information	• Structure • Written reinforcement • Immediate feedback • On-going progress reports
Adapted Activities Assignment Sheet Helps the teacher individualize instruction by indicating the specified adapted activities for each chapter or unit of study.	• Organizing information • Budgeting time • Completing assignments	• Immediate feedback • Structure • Consistent routine
Classroom Rules Planning Guide Provides a structured way for teachers to plan classroom rules and then to review and revise these rules at periodic intervals	• Following rules with an unwritten rule system • Internalizing rules	• A structured environment • A consistent routine • Rules consistently enforced • Rules periodically reviewed • Secondary reinforcers • Negative consequences • Positive reinforcement • Corporal punishment
How to Succeed With a Little Bit of Effort Assists students at the beginning of the new school year in understanding the teacher's classroom expectation.	• Preparing for class • Understanding the teacher's expectations	• Structured physical environment • A consistent routine • Written expectations
Standard Contract An agreement for behavior change that is acceptable to everyone involved	• Completing assignments • Following class rules	• Secondary reinforcers • Structure for academic or social behavior • A written agreement • Teacher/parent involvement

OVERVIEW OF ORGANIZATION AND MANAGEMENT FORMS (cont.)

Form	The Student Has Difficulty	The Student Needs
Chapter Contract An agreement for completion of chapter or unit assignments that is acceptable to everyone involved	• Organizing and completing assignments • Understanding teacher's expectations	• Secondary reinforcers • Continuous feedback on progress • Structure for academic skills • Teacher/parent involvement • A written agreement
Extra Credit Contract An agreement by the student to do extra assignments to improve a grade that is acceptable to everyone involved	• Taking tests • Completing assignments	• Motivation • Secondary reinforcers • An alternative grading procedure • Parental involvement
Parent Communication Letter Provides the teacher with a sample form letter to communicate academic and behavior progress to parents.	• Organizing and completing assignments • Following class rules	• Extra attention • Additional feedback • Parental involvement
Teacher-Student Communication Memo Provides the teacher with a sample memo to communicate to the student academic and behavior progress on a daily or weekly basis.	• Organizing and completing assignments • Following class rules	• Secondary reinforcers • Continuous feedback on progress • Motivation
Continuous Progress Report Is a weekly chart of the student's academic and behavior progress which must be signed by parents.	• Organizing and completing assignments • Following classroom rules • Meeting teacher's expectations	• Continuous feedback • Structure for self management • Written reinforcement • Parental involvement

Handout 33a

INDIVIDUAL PLANNING LOG

Student Name: ______________________ Grade: ________

Subject: ______________________

DIRECTIONS: Fill in each row of this form as you complete each assigned activity and then check with your teacher.

Date	What I Did	How Well I Did	What I Need to Do Next	Teacher Comments

Note to Teacher: Use this form to structure and organize projects, difficult assignments and reports.

Handout 33b

STUDENT SELF PROGRESS RECORD

Student Name: ____________________

Time Period: From ______

To ______

Subject: ____________________

Grade: ______

Directions: Write the date, activity and grade for each assignment.

Date	Activity	Grade/ Percentage

TOTAL GRADE

Handout 33c

ADAPTED ACTIVITIES ASSIGNMENT SHEET

Student Name: ______________________________ Date: ______________

Grade: ______________________________ Subject: ______________

DIRECTIONS: Complete the activities checked in each row for the chapter you are studying. Place the grade for each activity in the box in the upper right-hand corner. Then record your final chapter grade.

Date	Chapter	Information Organizers	Structured Study Guides	Skeletal Outline	What You Need to Know	Concept Activities	Application Activities	Games	Manipulative	Final Chapter Grade

Note to Teacher: Column headings may be changed to fit your classroom activities

ADAPT: A Developmental Activity Program for Teachers
Allegheny Intermediate Unit

CLASSROOM RULES PLANNING GUIDE

STEPS FOR DEVELOPING CLASSROOM RULES

1. List 3 behaviors that you cannot tolerate in the classroom.
2. List 3 behaviors that the students cannot tolerate.
3. Make a list of classroom rules based upon the student and teacher input.
4. Specify consequences for breaking the rules.
5. Specify rewards for following the rules.
6. List your final rules, including the positive and negative consequences in the chart below.
7. Communicate these rules to the students through a poster, chart, handout, etc.

RULES	CONSEQUENCES	
	Positive	Negative
1.		
2.		
3.		
4.		

*Note to Teacher: Use the steps above as a guide for developing a set of classroom rules.

Handout 33e

"HOW TO SUCCEED WITH A LITTLE BIT OF EFFORT"

Student Name:

Date:

Grade:

Subject:

WHAT YOU NEED FOR CLASS

HOW TO BEHAVE IN CLASS

HOW TO GET GOOD GRADES

HOW TO GET HELP

*Note to Teacher: This form is to be used at the beginning of each school year. It can be used in two ways: As a guide for developing your own list of classroom expectations and procedures, as a guide for developing a collaborative list written by both teacher and students.

Handout 33f

CHAPTER CONTRACT

Student Name: ____________________ Grade: __________

Subject: ____________________ Date: __________

I, ____________________, AGREE TO COMPLETE THE FOLLOWING CLASSROOM ACTIVITIES FOR CHAPTER __________ BY __________.

Activity	Due Date	Satisfactory Completion
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Student's Signature ____________________ Date __________

Parent's Signature (Optional) ____________________

I, ____________________, AGREE TO AWARD A GRADE OF __________ UPON SATISFACTORY COMPLETION OF ALL ACTIVITIES LISTED ABOVE.

Teacher's Signature ____________________ Date __________

TEACHER'S GRADING SYSTEM FOR THIS ACTIVITY

STANDARD CONTRACT

Student Name: ______________________ Date: __________

Subject: ______________________ Grade: __________

Directions:

I, ______________________ (student) will promise to __________

____

____

for the time period of ______________________________

In return ______________________ (teacher) will ______________________

____

____

____

____

____

If I fail to complete this contract, I will ______________________

____

____

____

____

Student's Signature

Teacher's Signature

Parent's Signature (optional)

*Note to Teacher: After reaching a mutual agreement with the student, complete the contract above

PARENT LETTER FOR EXTRA GRADE CONTRACT

Student Name: ______________________ Date: ____________

Grade: ______________________ Subject: ____________

Dear Parents:

This is to inform you of a new procedure which will be adopted in my class. If students want to improve a test score, they may submit an extra credit assignment within a specific time period.

Students may choose a project from a suggested list for each chapter. After deciding upon the project, they complete the attached contract which must be signed by the student, the parent and the teacher. If the project is submitted on time and meets teacher's guideline, students will receive the agreed-upon grade. Each assignment will receive a new contract.

Please read over the accompanying contract. Sign this note indicating your understanding of the policy and return.

Sincerely,

____

Teacher's Signature

____

Parent's Signature

Note to teacher: This sample letter is designed to introduce the extra-credit contract.

EXTRA CREDIT CONTRACT

Student Name: ______________________ Date: ______________

Subject: ______________________ Grade: ______________

EXTRA CREDIT SUGGESTIONS

1. ______________________

2. ______________________

3. ______________________

4. ______________________

5. Other ______________________

I, ______________________ (student's name), agree to do the following extra credit assignment ______________________

____

____

____

I agree to submit the assignment by ______________________ (date

When completed according to the teacher's grading system, I will receive the following grade. ________

Teacher's Grading System

____
Student's Signature

____
Teacher's Signature

____
Parent's Signature (optional)

*Note to teacher: List extra credit suggestions prior to completing the contract. It is important to reach a mutual agreement with the student before signing.

Handout 33j

PARENT COMMUNICATION LETTER

Student Name: ______________________________ Grade: __________

Subject: ______________________________ Date: __________

Dear Parents:

Your child is working on ____

____

____

You may help in the following ways:

	Review for tests
	Complete assignments
	Structure time and/or place for homework
	Assist with reading
	Assist with writing
	Assist with research
	Assist with projects/extra credit assignment
	Locate information in text
	Other

Sincerely,

____

- -

If you have any comments or concerns please indicate below and return with your son or daughter.

____

____

*Note to Teacher: This form may be completed and sent home daily or periodically according to student need.

Optional Statement to Parents: Please sign and return this form.

Handout 33k

TEACHER-STUDENT COMMUNICATION MEMO

To: ______________________________

From: ____________________________

Date: _____________________________

You have:

______ Participated in class

______ Turned in your homework

______ Talked when appropriate

______ Listened in class

______ Expressed yourself appropriately

______ Controlled yourself

______ Finished your assignments on time

______ Asked for help when you needed it

______ Other ______________________________

____

Your classroom work has been:

______ Super

______ Excellent

______ Good

______ O.K., but see me

______ Other ______________________________

____

Note to Teacher: Use when appropriate for reinforcement and motivation to promote positive communication with student.

ADAPT: A Developmental Activity Program for Teachers
Allegheny Intermediate Unit

CONTINUOUS PROGRESS REPORT

Name:________________________________ Week of: __________

Key:
- O Did not follow class rules
- ✓ Followed class rules and completed assignments
- + Demonstrated outstanding cooperation or work

Classroom Behavior

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Math					
Social Studies					
Science					
Health/P.E.					

Academic Performance

Class	Monday	Tuesday	Wednesday	Thursday	Friday
Reading					
Math					
Social Studies					
Science					
Health/P.E.					

Parent Signature: ________________________________

Note to Teacher: Use this form as a daily or weekly progress report to be sent home and returned with a parent's signature. Student may take this form to each class attended throughout the day.

COMPLETION OF IOP (MANAGEMENT)

TRAINER DIRECTIONS:

- Have participants refer to the partially completed IOP, Handout 12, on which they have already listed the students' problems.
- Direct participants to complete the teaching options part of the form
- Suggest that participants use Handouts 33 and 33a to 1 for references.

DEVELOP A MANAGEMENT FORM

TRAINER DIRECTIONS:

- Ask participants to focus on a specific management problem that was identified as a need on their student's Individual Option Plan.
- Direct participants to develop a management form designed to meet a specific need of that student.
- Refer participants to Handouts 33 to 33a to 1 as references.

ROLE PLAY: IMPLEMENTATION OF A CLASSROOM MANAGEMENT FORM

TRAINER DIRECTIONS:

- Divide the participants into groups of two-three players.
- Distribute Handout 34, Role Play: Implementation of a Management Form
- Allow 10-15 minutes for the group to develop the role play concerning a classroom management problem and implementation of a management form.
- Ask each group to present the role play

NOTE: If participants are reluctant to be involved in a role play, have them explain their form and plan for implementation.

ROLE PLAY: IMPLEMENTATION OF A MANAGEMENT FORM

DIRECTIONS: Use the Planning Guide below to develop a role play concerning a classroom management problem. Each of you will play one of the following roles: classroom teacher, student, principal (parent or special education teacher). Site a classroom management problem such as:

- Johnny consistently talks out in class
- Susie is reluctant to participate in class
- Steve never completes his homework

Then select one of the management forms to help solve the problems. Design the role play to depict the implementation of the behavior management form.

PLANNING GUIDE

Cast of Characters:

____________________ as the classroom teacher

____________________ as the student

____________________ as the ____________________________

Management Problems: ____

Management Form: ____

Ideas for Implementation: ____________________________________

Script for role play (optional) ________________________________

EVALUATION

CONTENT OUTLINE FOR THE TRAINER:

I. Evaluation Introduction

II. Evaluation Activities
  - Trainer Directions
  - Transparency Q — Evaluation

III. Taxonomy of Learning (Evaluation)
  - Trainer Directions
  - Handout 35 — Trainer Notes

IV. Activity 14 — Sample Test Questions Based on the Taxonomy of Learning
  - Trainer Directions
  - Handout 36 — Sample Test Questions Based on the Taxonomy of Learning
  - Handout 37 — Sample: Developing Test Questions on Various Cognitive Levels
  - Handout 38 — Developing Test Questions on Various Cognitive Levels

V. Activity 15 — Simulation: Testing Experience
  - Trainer Directions
  - Handout 39 — Simulation: Testing Experience
  - Handout 40 — Answer Key

VI. Activity 16 — Test Adaptations
  - Trainer Directions
  - Transparency R
  - Handout 41 — Test Adaptation Guide
  - Handout 42 — Original Textbook Test (Secondary)
  - Handout 43 — Adapted Textbook Test (Secondary)
  - Handout 44 — Original Textbook Test (Elementary)
  - Handout 45 — Adapted Textbook Test (Elementary)
  - Handout 46 — Critique of a Commercial Test

VII. Activity 17 — Analyzing an Adapted Teacher-Made Test
  - Trainer Directions
  - Handout 47 — Original Teacher-Made Test
  - Handout 48 — Adapted Teacher-Made Test

VIII. Activity 18 — Adapting a Teacher-Made Test
  - Trainer Directions
  - Handout 49 — Adapting a Teacher-Made Test

IX. Activity 19 — Developing an Adapted Test
  - Trainer Directions
  - Handout 50 — Sample Teacher-Made Test

X. Activity 20 — Developing Test Questions
  - Trainer Directions

XI. Activity 21 — Completion of IOP (Evaluation)
  - Trainer Directions

XII. Functions of Grading
  - Trainer Directions
  - Handout 51 — Trainer Notes
  - Transparency S

XIII. Alternative Grading Procedures
  - Trainer Directions
  - Transparency T — Modified Grading Procedures
  - Handout 52 — Types of Modified Grading Procedures
  - Handout 53 — Multiple Grading System
  - Handout 54 — Coded Grading System
  - Handout 55 — Grade Contracts
  - Handout 56 — Accommodations Checklist

XIV. Activity 22 — Evaluation of Alternative Grading System
  - Trainer Directions
  - Handout 57 — Evaluation of a Multiple Grading System
  - Handout 58 — Evaluation of a Coded Grading System
  - Handout 59 — Evaluation of a Grade Contract
  - Handout 60 — Evaluation of an Accommodation Checklist
  - Handout 61 — Evaluation of an Incentive Grading System

XV. Activity 23 — Developing an Alternative Grading System
  - Trainer Directions

EVALUATION INFORMATION

This module is designed to provide a guide for adapting tests and grading procedures to meet the needs of students who have difficulty demonstrating mastery of content material.

Often the test itself poses problems for these students. Adaptations in the format and type of tests, cognitive level and testing procedures may become necessary in order to measure a student's progress. This module contains a test adaptation guide which outlines the various modifications. Included are numerous activities that require the participants to identify the need for modification and to practice adapting simple tests.

Sometimes the grading procedures must be modified to allow for the individual differences in students. This module also offers an overview of types of alternative grading systems. Included are the activities that require the participants to evaluate the advantages and disadvantages of each type of grading system and to establish a modified grading system of their own.

Objective for the Evaluation Module include the following:

Participants will:

1. Become familiar with the Taxonomy of Learning as it relates to cognitive levels in test construction.
2. Become aware of the problems in taking a test.
3. Become familiar with a model for adapting tests.
4. Become familiar with alternative grading policies.

EVALUATION

TRAINER DIRECTIONS:

- Refer to Transparency O, Evaluation
- Review the activities for the Evaluation Module as they relate to the four types of learners

Transparency A

EVALUATION

Type Four Learner **Application of Experience** Create Adapted Test Questions & Develop Modified Grading Procedure	*Type One Learner* **Motivating Experience** Take a Sample Test
Type Three Learner **Practice & Personalization** Adapt a Test and Evaluate Alternative Grading Procedures	*Type Two Learner* **Presentation & Concept Formation** Listen to a Lecture on a Model for Adapting Tests and Grading Procedures

TAXONOMY OF LEARNING (EVALUATION)

TRAINER DIRECTIONS:

- Refer to Handout 35 — Trainer Notes: Taxonomy of Learning, to provide a lecture on background information concerning varying the cognitive level of test questions.
- Use Transparency N — Taxonomy of Learning during the lecture (found in the Instruction Module)

TAXONOMY OF LEARNING (EVALUATION)

TRAINER NOTES:

The Taxonomy of Learning attempts to classify all the educational objectives which deal with the recall or recognition of knowledge and the development of intellectual thinking skills and abilities. The taxonomy is set up in a hierarchical arrangement, although there is often much overlap. It can provide a tool for a creative approach to test construction. By becoming aware of the different levels of thinking, teachers can design tests to allow for the varying cognitive abilities of their students.

The following is an explanation of each of the cognitive levels in the taxonomy of learning:

Knowledge — the student is required to repeat or duplicate what has been said, done, or read. It includes the retrieval of facts, concepts or ideas. The emphasis is on remembering, either by recognition or recall of ideas and material. The student must "give back" information.

Comprehension — the student must be able to recognize a concept or process when encountered or to recall the essential features of a concept or process. The student must demonstrate understanding of learned knowledge and relate it to previous learning. The emphasis is placed on knowing what is communicated and the ability to make some use of the material or ideas. It requires translation and interpretation.

Application — the student must apply rules, principles, generalizations, procedures and laws to new situations. It includes comparing, relating, discriminating, reformulating, and illustrating. These processes help the student solve new problems and understand novel situations.

Analysis — the student must break ideas or concepts into smaller parts and see the interrelations. On the basis of understanding, the student should be able to make explanations, give reasons, make predictions, interpret or estimate.

Synthesis — the student is asked to put the elements and parts back together in a new way to make a whole idea. The student is asked to solve a problem that requires original, creative thinking. It includes the ability to generalize, reorganize, and interpret.

Evaluation — the student is asked to make decisions or judgements on the value of material. This involves critical thinking based upon internal and external criteria. Students who can render evaluations know or understand that which they have been taught.

Adapted from *Taxonomy of Educational Objectives* by Benjamin Bloom

SAMPLE TEST QUESTIONS BASED ON THE TAXONOMY OF LEARNING

TRAINER DIRECTIONS:

- Use Handout 36 & 37, Sample Test Questions Based on the Taxonomy of Learning to explain how to write questions on different cognitive levels.
- Provide participants with Handout 38, Sample, Developing Test Questions on various cognitive levels.
- Divide the participants into small groups (3-5)
- Ask each group to choose one member to record their questions on Handout 38, Developing Test Questions on Various Cognitive Levels.
- Allow participants 10-15 minutes to complete the activity.
- Allow participants 5-10 minutes to share their responses.

208

SAMPLE TEST QUESTIONS BASED ON TAXONOMY

TOPIC: THE DEPRESSION

COGNITIVE LEVEL	STUDENT WILL:	QUESTION
Knowledge	Recognize and recall specific facts, concepts, ideas	List three economic problems of the American people during the Depression.
Comprehension	Demonstrate understanding of learned knowledge and relate it to previous learning.	Describe how President Hoover tried to solve the country's economic problems during the Depression.
Application	Use learned knowledge in new situations	Explain how your life would change if one of your parents was unemployed.
Analysis	Take apart or break down learned knowledge in its component parts and perceive the interrelationships.	Analyze the effects of the Depression on the farmers in the 1930's.
Synthesis	Summarize learned knowledge for use in solving a problem.	Describe the similiarities and differences between the widespread unemployment of the 1930's and 1980's.
Evaluation	Make decisions or judgments on the value of material based on specific criteria.	Evaluate which of F.D.R.'s programs were effective in bringing prosperity to America.

Handout 37

SAMPLE
DEVELOPING TEST QUESTIONS ON VARIOUS COGNITIVE LEVELS

DIRECTONS: Use the chart below to develop questions at different cognitive levels on a topic of your choice. Sample topics might include presidential elections, today's educational system, reforming the tax system, etc.

Topic: *Jack & Jill (poem)*

COGNITIVE	QUESTION
Knowledge	Who ran up the hill and for what did they run up the hill?
Comprehension	What would you have done with Jill if you went up the hill?
Application	How would your life change if you were Jack?
Analysis	What effects would this accident have on Jack & Jill's family?
Synthesis	Describe the similarities between this poem and Joyce Kilmer's "Trees."
Evaluation	How do you think Jack & Jill would have been more effective in accomplishing their task?

Handout 38

DEVELOPING TEST QUESTIONS ON VARIOUS COGNITIVE LEVELS

DIRECTONS: Use the chart below to develop questions at different cognitive levels on a topic of your choice. Sample topics might include presidential elections, today's educational system, reforming the tax system, etc.

Topic: ______________________________

COGNITIVE	QUESTION
Knowledge	
Comprehension	
Application	
Analysis	
Synthesis	
Evaluation	

SIMULATION: TESTING EXPERIENCE

TRAINER DIRECTIONS:

- Provide participants with Handout 39, Simulation: Testing Experience
- Allow 15 minutes to complete the test.
- Provide Handout 40, Answer Key and go over the answers.
- Discuss the participant's feelings about their frustrations during the experience.

SIMULATION: TESTING EXPERIENCE

Name:____________________ Date: __________

DIRECTIONS: Answer the questions below to the best of your ability. You have five minutes to complete this test.

1. What were these men famous for?

   Edward Jenner ____________________

   Robert Koch ____________________

2. Underline the correct word.

   The man (lay, laid) down by the side of the road.

   (Lie, Lay) that box of tiles over here.

   The man had (lain, laid) on the ground for 10 minutes.

3. 1 megameter = __________ m.

   1 hectometer = __________ m.

4. DCXLVII
   -CCLVIII

5. In which document are each of these ideas found (Northwest Ordinance, Constitution, Bill of Rights?)

   Every state admitted to the union has the same lawmaking powers as the others __________

   The senate must approve treaties made by the ____________________

   Congress shall have the right to tax goods from other countries.____________________

6. State the theory behind the first, fifth and 19th amendments. ____________________

7. Which pair does not have a right and a left?

   a. shoes b. gloves c. socks d. mittens

8. An alley apple is an?

   a. brick b. abandoned auto c. conduit trench d. horse

9. Which word does not belong?

a. beets b. roses c. poppies d. daisies

10. Which number does not belong?

a. 307 b. 280 c. 316 d. 312

11. Christopher ____________ came to ____________ in ____________.

12. The best definition of run concerns

- a. stockings
- b. speed
- c. candidates
- d. water

13. List all the senators and representatives in the U.S. Congress from Pennsylvania.

14. Match list A with list B.

- a. Table
- b. Chair
- c. Dish
- d. Covering
- e. Napkin
- f. Spoon

- a. Round
- b. Cloth
- c. Mouth
- d. Legs
- e. Set
- f. Wood

15. The shortest day of the year is in:

- a. March
- b. June
- c. September
- d. December

Handout 40

ANSWER KEY
SIMULATION: TESTING EXPERIENCE

Name:______________________ Date: __________

DIRECTIONS: Answer the questions below to the best of your ability. You have five minutes to complete this test.

1. What were these men famous for?

Edward Jenner _____ *Discovered small pox vaccine.*

Robert Koch _____ *Grew and isolated bacteria*

2. Underline the correct word.

The man (lay, laid) down by the side of the road.

(Lie, Lay) that box of tiles over here.

The man had (lain, laid) on the ground for 10 minutes.

3. 1 megameter = *1,000,000* m.

1 hectometer = *100* m.

4. DCXLVII
-CCLVIII
CCCLXXXIX *389*

5. In which document are each of these ideas found (Northwest Ordinance, Constitution, Bill of Rights?)

Every state admitted to the union has the same lawmaking powers as the others *No*

The senate must approve treaties made by the *Constitution*

Congress shall have the right to tax goods from other countries. *Constitution*

6. State the theory behind the first, fifth and 19th amendments. *They all deal with human rights.*

7. Which pair does not have a right and a left?

a. shoes b. gloves c. socks d. mittens

a. In Japan shoes do not have a right and left.

8. An alley apple is an?

a. brick b. abandoned auto c. conduit trench d. horse

a. brick, this is a slang term for brick.

9. Which word does not belong?

a. beets　　b. roses　　c. poppies　　d. daisies

d. daisies are not red

10. Which number does not belong?

a. 307　　b. 280　　c. 316　　d. 312

d. 312 — All the other numbers add up to 10.

11. Christopher ____________ came to ____________ in ____________.

This question is too vague, the answer could be Christopher Columbus or Christopher Robin.

12. The best definition of run concerns

a. stockings
b. speed
c. candidates
d. water

None, you need to know the context of the word before it can be defined.

13. List all the senators and representatives in the U.S. Congress from Pennsylvania.

This question is asking for unimportant and trivial information.

14. Match list A with list B.

a. Table	a. Round
b. Chair	b. Cloth
c. Dish	c. Mouth
d. Covering	d. Legs
e. Napkin	e. Set
f. Spoon	f. Wood

This does not state what is being matched.

15. The shortest day of the year is in:

a. March
b. June
c. September
d. December

Every day has 24 hours, so no day is shorter than the other.

TEST ADAPATIONS

TRAINER DIRECTIONS

- Give participants Handout 41, Test Adaptation Guide
- Use Transparency R, Test Adaptations and discuss the Test Adaptation Guide
- Review the adapted sample tests, Handouts 42 to 45. Note the changes made from the original to the adapted version.
- Allow time for the participants to review Handout 46, Critique of a Commercial Test and note the following points:
    1. A word bank is included
    2. It has a limited number of questions
    3. Questions are well spaced
    4. Multiple choice phrases are in a vertical column
    5. Directions are clear and concise.

TEST ADAPTATION GUIDE
ALTERNATIVES TO WRITTEN TESTS

Sometimes the students have difficulty demonstrating achievement by taking tests. Several options may be considered as an alternative to tests.

ALTERNATIVES	METHODS
Oral/Written Report	• Accept a report as a partial or total grade.
Class Discussion	• Accept classroom discussion as part of the grade.
Projects	• Allow students to build a model or make a collage to demonstrate knowledge of the topic.
Open-Book or Take-Home Test	• Permit the students to use the book while taking the test.
Oral Tests	• Allow teacher, paraprofessional or peer to read the test and have the student respond orally or in writing. • Allow student to read the question and respond orally to the teacher, paraprofessional or peer. • Record the test on tape and have student respond in writing. • Record the test on tape and allow student to respond on tape.
Study Guide	• Give the study guide as the test.
Manipulative	• Allow the student to use a pocket chart or study cards for the test.

Adapted from "Alternative Methods of Testing", Helen Sobehart, Western Pennsylvania Regional Resource Center Gibsonia, PA

MODIFICATION IN QUESTION FORMAT

Sometimes the test format must be modified to meet individual needs

Matching

- Present sets of questions and answers in smaller groups (5-8 sets)
- Give the same number of questions as answers

Conventional Matching

1 Tyrant	A. A ruler who uses power in a cruel and unjust way.
2. Writs of Assistance	B. Brings goods to a country secretly and illegally.
3. Smuggle	C. Search warrants
	D. Increase in power

Modified Matching

1. Tyrant	A. A ruler who uses power in a cruel and unjust way.
2. Writs of Assistance	B. Brings goods to a country secretly and illegally.
3. Smuggle	C. Search warrants

Completion

- Provide a word bank of possible answers
- Provide configuration clues for missing words
- Provide partial letter clues for missing words
- Do not count spelling errors

Conventional Completion

George Washington was the leader of the

____

Modified Completion

George Washington was the leader of the

C T LA Y

True/False

- Use simple straightforward statements
- Avoid negative or comparative words
- Underline the key words that make the statement true or false.

Conventional True/False

Anti-prohibitionists believed that alcohol was not a problem to society

Modified True/False

Prohibitionists believed that alcohol *was* a problem to society.

MODIFICATIONS IN QUESTION FORMAT cont.

Sometimes the test format must be modified to meet individual needs.

MODIFICATIONS FOR:	EXAMPLE
Essays • Allow students to list answers • Allow students to complete sentence stems • Allow students to use the book to locate information for answer • Allow students to tape answers • Provide a sentence bank	**Conventional Essay** Discuss the reasons why Great Britain began a new policy for ruling the colonies. **Modified Essay** List the four goals Great Britain hoped to accomplish by the new policies for ruling the colonies in 1763.
Multiple Choice • List the choices in vertical columns • Eliminate the use of combination answers: such as "all of the above," "A and B" • Offer fewer choices	**Conventional Multiple Choice** Boycotts were used in colonial America to: A) Damage American Trade B) Challenge Parliament's power to tax colonies. C) Increase the power of British merchants. D) B and C E) None of the above **Modified Multiple Choice** Boycotts were used in Colonial America to: A) Damage American Trade B) Increase the power of British merchants

SIMPLIFICATION OF RESPONSE LEVEL

Some students have problems recalling information or thinking abstractly. Student achievement may be increased by simplifying the questions.

SIMPLIFICATION	EXAMPLE
• Provide recall cues for students with memory difficulties	Give students the first letter of missing words: The states that entered the Union between 1828 and 1837 were: 1. A __________ 2. M __________ 3. W __________ 4. T __________
• Use methods that require students to recognize the correct answer. Use multiple choice, words, phrase, or sentence banks or matching questions instead of essay or completion questions.	Provide a word bank as shown below: **WORD BANK** Kennedy Krushschev Johnson Castro QUESTIONS 1. The president who won the election of 1960 __________ 2. The leader of the Soviet Union during the 1960's __________
• Design questions that require the student to answer on a knowledge or comprehension level only.	Rewrite higher level questions (synthesis) at a lower cognitive level. Synthesis level: Describe the similarities and differences between the widespread unemployment of the 1930's and 1980's. Knowledge level: List three economic problems of the American people during the Depression.

MODIFICATION OF TESTING PROCEDURES

Testing can sometimes produce stress, prohibiting a true measure of student's progress. By modifying the testing procedures, these problems can be greatly reduced.

MODIFICATIONS FOR:	EXAMPLES
Time	Allow students more time to complete the test to accommodate slower reading and comprehension.
Length	Reduce the number of test items so that students can complete the test in the required time limits.
Frequency	Provide short tests on a more frequent basis.
Content	Test only important content that was reviewed in class. During the review specify information that will be tested.

ADAPT: A Developmental Activity Program for Teachers
Allegheny Intermediate Unit

TEST ADAPTATIONS

- Alternatives to Written Tests
- Modifications of Written Questions
- Simplification of Response Level
- Modification of Testing Procedures

ORIGINAL TEXTBOOK TEST (Secondary)

Name________________________________ Score = number right x 2.5 =

UNIT ONE TEST

I. Facts and Ideas

In the blank at the left of each statement, write the identifying letter of the term the statement best defines or describes.

____ 1. The political and administrative institutions of a society
____ 2. People who study political systems and governments
____ 3. All the ways a society carries on its political activities
____ 4. A common way of life of a group
____ 5. An organized group of people who share a cultural background, who occupy a definite geographic area, and who have an independent government
____ 6. The established social relationships among people that help to unify the society
____ 7. One of the major forces that has contributed to the growth of governmental power
____ 8. A system of government in which all power is in the hands of the central government and not divided among local units
____ 9. A system of government that is formed by a loose alliance of independent states
____ 10. A system of government in which political power is divided between the national government and a number of state governments
____ 11. A system of government in which the legislative branch exercises most of the political power
____ 12. A type of authoritarian system in which the government controls nearly every aspect of the citizens' lives
____ 13. A political system in which final political power rests with the people
____ 14. Rule by the people
____ 15. A democratic system of government in which all eligible citizens vote
____ 16. A type of democratic government in which elected representatives assume the responsibility of determining policies
____ 17. A set of political ideas, values, and beliefs
____ 18. A far-right ideology that advocates a totalitarian system of government
____ 19. An ideology of the far left that advocates public ownership of all means of production
____ 20. Normally, one of the two methods of attacking a democratic system of government used by the ideological enemies of democracy

A. Government
B. Political system
C. Culture
D. Representative democracy
E. Infiltration
F. Nation-state
G. Unitary system
H. Confederate system
I. Totalitarianism
J. Parliamentary system
K. Political scientists
L. Democracy
M. Fascism
N. Ideology
O. Communism
P. Coalition
Q. Population growth
R. Federal system
S. Popular sovereignty
T. Direct democracy
U. Social system

II. Concepts and Generalizations

In the blank at the left of each statement, write the letter of the response that best completes the statement.

____ 21. Unlike any other societal institution, government is unique because (a) it reflects the values of the people, (b) it can legally use force to make sure that laws are enforced, (c) it determines the society's political culture.
____ 22. In general, a good government is one that is intelligent and rational, is honest, is efficient and effective, and (a) is reactionary, (b) meets the needs of the people and of the society, (c) carries out the will of the majority while ignoring the minority.

____ 23. The three essential parts of every political system are the government, the political culture, and (a) the executive branch, (b) the legislators, (c) the people.

____ 24. The three factors that have most likely contributed to the beginnings of governments are the desire of people to live in groups, the development of larger social groups such as tribes, and (a) the development of complicated economic systems, (b) the rise of powerful leaders, (c) the development of advanced weapons.

____ 25. All political systems are alike in that they all (a) conduct elections, (b) tend to be the primary source of social control and collective action in the society, (c) tend to determine the customs, beliefs, and needs of the society.

____ 26. One of the major reasons why the United States government provides more services today than ever before is that (a) the size of the government has grown, (b) the country's population has increased, (c) the rate of immigration has increased.

____ 27. The four major socio-political functions of a government are to identify the basic goals of the society, to provide protection for the members of the society, to promote unity, and to (a) provide medical care for the society, (b) hold elections for the society, (c) promote the general welfare of the society.

____ 28. A unitary system of government is preferred by some people because it reduces conflicts between local and national officials, results in uniform laws, and (a) binds a country together, (b) moves rapidly to meet local problems, (c) guarantees that close attention is given to local needs.

____ 29. A unitary form of government is usually found in a nation that is (a) relatively large with diverse cultures and many regional differences, (b) relatively small with a closely knit culture and population, (c) ruled by a weak legislature.

____ 30. In a confederate system of government, most governmental power rests with (a) the dictator, (b) the central government, (c) the states that belong to the confederation.

____ 31. The three major ways in which a parliamentary system differs from a presidential system are that the nature of the office of chief executive is different, that the method of selecting the chief executive is different, and (a) that parliamentary systems are not based on the principle of separation of powers, (b) that parliamentary systems are not based on democratic principles, (c) that parliamentary systems do not have bicameral legislatures.

____ 32. The basic principle of an authoritarian system of government is that the (a) people have certain rights that cannot be restricted, (b) people have the right to freely choose their leaders, (c) individual is destined and obligated to serve the state.

____ 33. Political equality does not always guarantee a democratic system of government because (a) the people may not have a choice of candidates, (b) the people may not have votes of equal value, (c) the people may not vote in large numbers.

____ 34. Modern democracies may face internal threats to their democratic system of government from (a) slow economic growth, (b) extremist groups within the society, (c) low voter turnout in national elections.

____ 35. Three of the most commonly agreed upon conditions needed for the growth of democracy are better education, a national culture adaptable to a democratic way of life, and (a) territorial expansion, (b) a strong military establishment, (c) greater economic development.

III. Social Science Skills

Study the graph below and, based only on the information in the graph, write in the blanks at the left a *T* for true statements, an *F* for false statements, and a *U* for statements that cannot be answered from the graph.

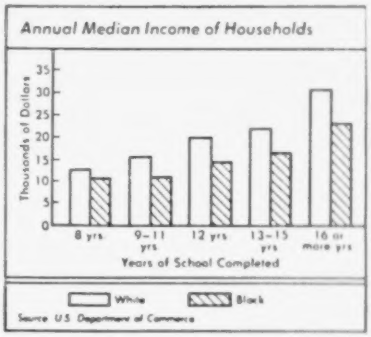
____ 36. There are more white than black households in the United States.

____ 37. Both whites and blacks may suffer economically when they lack education.

____ 38. The highest incomes are enjoyed by those who have graduated from college.

____ 39. A lack of education is the only factor that causes low incomes.

____ 40. No black households in the United States enjoy higher incomes than do white households.



Source: U.S. Department of Commerce

Adapted from *Our American Government and Political System*, Laidlaw Brothers, 1983, Grade: 7-12.

Handout 42

ADAPTED TEXTBOOK TEST (Secondary)

UNIT ONE TEST (pp. T147-T148)

DIRECTIONS: In the blank at the left of each statement, write the identifying letter of the term the statement best defines or describes.

____ 1. The political and administrative institutions of a society

____ 2. People who study political systems and governments

____ 3. All the ways a society carries on its political activities

____ 4. A common way of life of a group

____ 5. An organized group of people who share a cultural background, who occupy a definite geographic area, and who have an independent government

____ 6. The established social relationships among people that help to unify the society

____ 7. One of the major forces that has contributed to the growth of governmental power

A. Social system
B. Population growth
C. Political system
D. Culture
E. Government
F. Nation-state
G. Political scientists

____ 8. A system of government in which all power is in the hands of the central government and not divided among local units

____ 9. A system of government that is formed by a loose alliance of independent states

____ 10. A system of government in which political power is divided between the national government and a number of state governments

____ 11. A system of government in which the legislative branch exercises most of the political power

____ 12. A type of authoritarian system in which the government controls nearly every aspect of the citizens' lives

____ 13. A political system in which final political power rests with the people

____ 14. Rule by the people

H. Popular sovereignty
I. Unitary system
J. Confederate system
K. Parliamentary system
L. Federal system
M. Totalitarianism
N. Democracy

____ 15. A democratic system of government in which all eligible citizens vote

____ 16. A type of democratic government in which elected representatives assume the responsibility of determining policies

____ 17. A set of political ideas, values, and beliefs

____ 18. A far-right ideology that advocates a totalitarian system of government

____ 19. An ideology of the far left that advocates public ownership of all means of production

____ 20. Normally, one of the two methods of attacking a democratic system of government used by the ideologic enemies of democracy

O. Fascism
P. Ideology
Q. Communism
R. Representative Democracy
S. Infiltration
T. Direct democracy

UNIT ONE TEST cont.

DIRECTIONS: In the blank at the left of each statement, write the letter of the response that best completes the statement.

_____ 21. Unlike any other societal institution, government is unique because:

a. It reflects the values of the people

b. It can legally use force to make sure that laws are enforced

c. It determines the society's political culture

_____ 22. In general, a good government is one that is intelligent and rational, is honest, is efficient and effective and

a. is reactionary

b. meets the need of the people and of the society

c. carries out the will of the majority while ignoring the minority

_____ 23. The three essential parts of every political system are the government, the political culture and

a. the executive branch

b. the legislators

c. the people

_____ 24. The three factors that have most likely contributed to the beginnings of governments are the desire of the people to live in groups, the development of larger social groups such as tribes and

a. it reflects the values of the people

b. it can legally use force to make sure that laws are enforced

c. it determines the society's political culture

_____ 25. All political systems are alike in that they all

a. conduct elections

b. tend to be the primary source of social control and collective action in the society

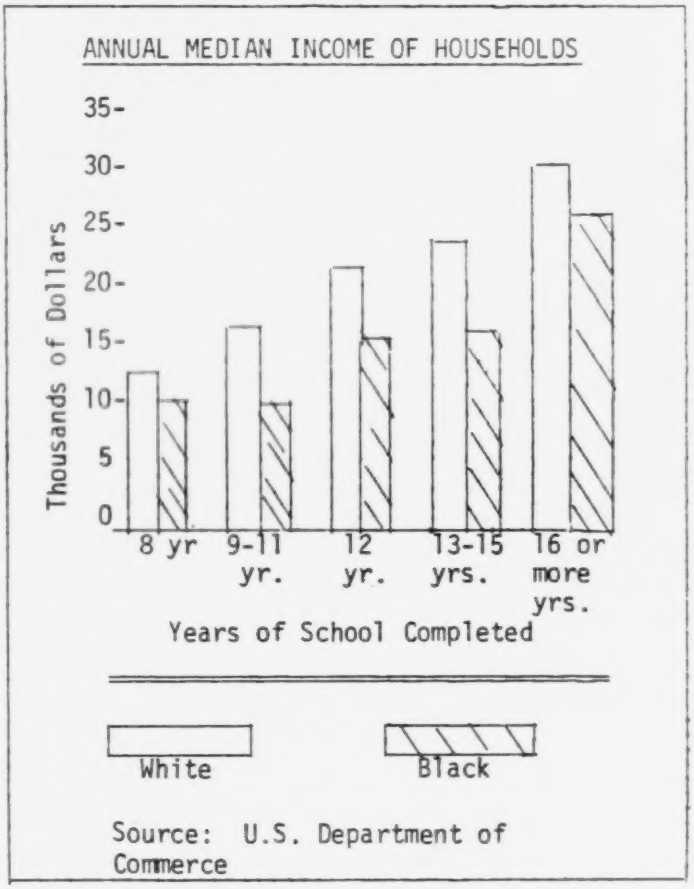
c. tend to determine the customs, beliefs and needs of the society

DIRECTIONS: Study the graph below and, based only on the information in the graph, write in the blanks at the left a *T* for true statements, an *F* for false statements.

_____ 26. Both whites and blacks may suffer economically when they lack education.

_____ 27. The highest incomes are enjoyed by those who have graduated from college.

_____ 28. No black households in the United States enjoy higher incomes than do white households.


ANNUAL MEDIAN INCOME OF HOUSEHOLDS

Source: U.S. Department of Commerce

Adapted from: *Our American Government and Political System*, Laidlaw Brothers, 1983, Grade: 7-12

ORIGINAL TEXT BOOK TEST (Elementary)

Chapter 6 Growth and Behavior of Plants (pp. 242-254)

CLASSIFYING TERMS

On the line in front of each phrase given below, write *seed* if the phrase describes a seed or write *spore* if the phrase describes a spore. (4 points each)

spore 1. made up of just one cell

seed 2. needs much water to sprout

seed 3. has parts that grow into a stem or into a root

spore 4. does not have much food stored inside it

seed 5. has a new plant inside it

FILLING IN BLANKS

Complete each of the following sentences correctly. (5 points each)

6. The beginning of a tiny *root* and a tiny shoot may be found in a new plant.

7. The shoot becomes the stem and the *leaves* of a seed plant.

8. A plant is made up of many *cells*, or tiny units of living matter.

9. A plant cell gets its shape from the *cell wall*.

10. Plants grow larger as their cells grow larger and *divide* into new cells.

11. Plants have *chlorophyll*, a green coloring matter, which is needed to make their food.

12. Carrots store food in the cells of their *roots.*.

13. The *nucleus* of each cell stores information about the way a seed should grow.

14. Seeds need *oxygen* from the air in soil to get the energy that they need to sprout and to grow.

15. New plants may be started from parts taken from a growing plant, called *cuttings*.

ANSWERING QUESTIONS

Write the correct answer to each of the following questions. (6 points each).

16. Why are seed leaves important? *Seed leaves have stored food, which the new plant needs in order to grow.*

17. Where can spores be found on a fern plant? *Spores can be found in small brown dots on the back of the leaves of a fern plant.*

18. What three things are needed by seeds and spores in order to sprout? *Seeds and spores need water, air, and warmth in order to sprout.*

19. What happens to seeds when they are put in moist ground? *The seeds swell with water and their seed coats open. The tiny plants then start to grow.*

20. What do plants need to make food? *Plants need sunlight, chlorophyll, water, and carbon dioxide to make food.*

The New Exploring Science, Brown Book, Laidlaw Brothers, 1982, Grade 4

ADAPTED TEXTBOOK TEST
(Elementary)

Chapter 6 Growth and Behavior of Plants (pp. 242-254)

CLASSIFYING TERMS

Listen to each phrase on the language master card. Write the word *seed* on the card if the phrase describes a seed and write the word *spore* on the card if the phrase describes a spore.

Phrases for Language Master Cards

1. Made up of just one cell ____________________
2. Needs much water to sprout ____________________
3. Has parts that grow into a stem or into a root ____________________
4. Does not have much food stored inside it ____________________
5. Has a new plant inside it ____________________

Sample Language Master Card:

1. Made up of just one cell

FILLING IN BLANKS

Complete each of the following sentences correctly. Use the word bank below to help you.

WORD BANK

root
leaves
cells
roots
cell wall
divide
nucleus
chlorophyll
oxygen
cuttings

6. The beginning of a tiny ____________ and a tiny shoot may be found in a new plant.
7. The shoot becomes the stem and the ____________ of a seed plant.
8. A plant is made up of many ____________, or tiny units of living matter.
9. A plant cell gets its shape from the ____________
10. Plants grow larger as their cells grow larger and ____________ into new cells.

Adapted Textbook Test cont.

11. Plants have ____________, a green coloring matter, which is needed to make their food.

12. Carrots store food in the cells of their ____________.

13. The ____________ of each cell stores information about the way a seed should grow.

14. Seeds need ______ from the air in soil to get the energy that they need to sprout and to grow.

15. New plants may be started from parts taken from a growing plant, called ____________.

ANSWERING QUESTIONS

Write the correct answer to each of the following questions. Find the answer in the book using the page clues given.

16. Why are seed leaves important? *(p. 243)* ____________

17. Where can spores be found on a fern plant? *(p. 244)* ____________

18. What three things are needed by seeds and spores in order to sprout? *(p. 252)* ____________

19. What happens to seeds when they are put in moist ground? *(p. 252)* ____________

20. What do plants need to make food? *(p. 249)* ____________

Adapted from: *The New Exploring Science*, Brown Book, Laidlaw Brothers, 1982 Grade 4

ADAPT: A Developmental Activity Program for Teachers
Allegheny Intermediate Unit

CRITIQUE OF A COMMERCIAL TEST

SCORE: Number Correct

Chapter 12 Forecasting the Weather

VOCABULARY

Each of the incomplete sentences numbered *1-7* can be completed by using a term from the following list. Read each sentence. From the list select the term that best completes that sentence, and write the letter of that term on the line beside the numeral.

a. radiosonde
b. tornado
c. air mass
d. hurricane
e. radar
f. front
g. forecast
h. weather alert

____ 1. A broadcast on radio or TV that warns people about bad weather is a(n)

____ 2. A large body of air that has certain characteristics of temperature and humidity is given the name

____ 3. The kind of broadcast or newspaper report that gives weather predictions is known as (a)n

____ 4. A violent storm that covers a very wide area is called a(n)

____ 5. The name of the boundary between two air masses of different kinds is a(n)

____ 6. A violent storm that produces a funnel-shaped cloud is a(n)

____ 7. A balloon that carries weather instruments is called a(n)

KNOWLEDGE AND UNDERSTANDING

Each of the questions numbered *8-17* is followed by four answers. Select the correct answer for each question, and write the letter of that answer on the line beside the numeral.

____ 8. If the boundary between a cold air mass and a warm air mass doesn't move what is the name given to the front that is produced between them?

a. cold front   b. warm front   c. stationary front

____ 9. If a cold air mass pushes a warm air mass, what is the name given to the front that is produced between them?

a. cold front   b. stationary front   c. occluded front

____ 10. Where do most of the hurricanes that come close to the United States come from?

a. the Pacific Ocean   b. the Atlantic Ocean   c. Antartica

____ 11. What is the name of a kind of object that circles the earth and takes pictures of the earth's cloud cover to help meteorologists forecast the weather?

a. radiosonde   b. weather balloon   c. weather satellite

____ 12. What kind of common storms are responsible for most of the precipitation received in the United States?

a. rainstorms   b. snowstorms   c. thunderstorms

____ 13. To spot tornadoes on a radar screen, what cloud pattern does a meteorologist look for?

a. the numeral *6*   b. a funnel   c. mare's tails

____ 14. What is one characteristic of a front?

a. The speed on the wind is the same on each side of the front.
b. The direction of the wind is the same on each side of the front.
c. The temperature on one side is usually much different from the other side.

____ 15. What is another name for an air mass?

a. front
b. cloud cover
c. high

____ 16. People who work at weather stations are trained to observe, to measure, and to do what other task?

a. to report on the weather
b. to forecast the weather far in advance
c. to send satellites into the air

____ 17. A weather forecast that states that roads and airports are closed is most likely to help what people?

a. farmers
b. travelers
c. people like you and your classmates

CONCEPTS

Each of the incomplete sentences numbered *18-20* is followed by four terms or phrases. On the line beside the numeral, write the letter of the term or phrase that best completes that sentence.

____ 18. In order for a meteorologist to forecast the weather, the meteorologist often uses two or more weather maps of the same area several hours apart to find out how the weather

a. is forced upward
b. will change next week
c. is changing

____ 19. If an air mass is cold and dry, it must have formed in an area that was

a. cold and dry
b. warm and wet
c. near the equator

____ 20. It is necessary for meteorologists to collect weather information from weather stations, weather satellites, radiosondes, and radar in order to

a. forecast the weather so that they will always be right
b. be able to forecast the weather with greater accuracy
c. show how weather moves from east to west across the United States

Experiences in Earth Space Science. Laidlaw Brothers Publishers, 1983 Grade: Secondary

ANALYZING AN ADAPTED TEACHER-MADE TEST

TRAINER DIRECTIONS

- Ask participants to analyze Handout 47, Original Teacher-Made Test and Handout 48, Adapted Teacher-Made Test
- Ask participants to note reasons why the adaptations were made, using Handout 41, Test Adaptations Guide as a reference.
- Discuss the following adaptations that were made on this test:

    1. Directions: write directions clearly and concisely
    2. Matching: design matching sets of questions and answers in small groups (5-8)
    3. True/False: use simple, straight-forward statements, avoid negative or comparative words.

ORIGINAL TEACHER-MADE TEST

THE ROMAN EMPIRE

Name ______________________________

TEST: CHAPTER 14

SPELLING AND MATCHING

In the space to the left, correct any misspelled words. If the word is correct, place a "C". Then match column to the left with column to the right.

__________ 1. Patricians ____ A. members of Rome's oldest and wealthiest families

__________ 2. Plebians ____ B. a group of three persons with equal power

__________ 3. Conculs ____ C. men acting as administrators and military leaders

__________ 4. Veto ____ D. members of Rome's poorer class, such as farmers and artisans

__________ 5. Corvis ____ E. person who acted as Rome's absolute ruler

__________ 6. Latifundas ____ F. a form of government in which the people choose their leaders

__________ 7. Publacans ____ G. to prevent from becoming a law

__________ 8. Dictator ____ H. tax collector

__________ 9. Triamvirate ____ I. a moveable bridge found on the prow of a ship

__________ 10. Republac ____ J. huge estates in Roman territory

TRUE OR FALSE

Write the word TRUE or FALSE whichever the statement is determined to be.

__________ 1. The Etruscans were overthrown by the Romans in 509 B.C. as a result of a prediction by an Etruscan soothsayer.

__________ 2. The foundation of all future Roman laws were written on twelve gold tablets and kept at the Forum.

__________ 3. Legions, well-trained and well-organized groups of soldiers and sailors became the foundation of Rome's military strength.

__________ 4. Of the three Punic Wars, Rome was successful in winning only the last.

__________ 5. One of Rome's biggest problems was having too much territory, too many slaves and too many citizens without education to handle jobs in the cities.

__________ 6. Roman reformers were, for the most part, not very successful in their attempts to reform the political and economic problems of Rome.

__________ 7. Gaius Marius believed Rome's power lay in the fact that everyone should pledge more allegiance to the army and navy.

__________ 8. Sulla tried to solve Rome's problems by controlling everything; after all, he was Rome's first dictator.

__________ 9. Some members of the Senate were afraid that Julius Caesar was going to declare himself king, so they killed him.

__________ 10. After the triumvirate did not succeed, Marcus Aemilius Lepidus became the absolute head of the Roman Empire.

Handout 48

ADAPTED TEACHER-MADE TEST

THE ROMAN EMPIRE

MATCHING

DIRECTIONS: In the blank at the left of each statement, write the letter of the term the statement best defines or describes.

________ 1. Members of Roman's oldest and wealthiest families

________ 2. A group of three persons with equal power

________ 3. Men acting as administrators and military leaders

________ 4. Members of Rome's poorer class, such as farmers and artisans

________ 5. A person who acted as Rome's absolute ruler

A. Triumvirate
B. Plebians
C. Dictator
D. Patricians
E. Consuls

________ 1. A form of government in which the people choose their leaders

________ 2. To prevent from becoming a tax

________ 3. Tax collector

________ 4. A moveable bridge found on the prow of a ship

________ 5. Huge estates in Roman territory

A. Veto
B. Corvus
C. Lati Fundias
D. Publicans
E. Republic

Name ______________________________

TRUE OR FALSE

Write the word TRUE if the statement is true. Write the word FALSE if the statement is false.

______________ 1. The Etruscans were overthrown by the Romans as a result of a prediction by an Etruscan soothsayer.

______________ 2. The foundation of all future Roman laws were written on twelve gold tablets.

______________ 3. Legions which were well trained groups of soldiers and sailors became the foundation of Rome's military strength.

______________ 4. One of Rome's biggest problems was having too many citizens without education to handle jobs in the cities.

______________ 5. Roman reformers were not successful in their attempts to reform the political and economic problems of Rome.

______________ 6. Sulla was Rome's first dictator.

______________ 7. Some members of the Senate killed Julius Caesar because they were afraid he would declare himself king.

______________ 8. Mark Antony became the absolute ruler of the Roman Empire.

ADAPTING A TEACHER-MADE TEST

TRAINER DIRECTIONS

- Divide the participants into small groups (3-5)
- Ask each group to examine Handout 49, Adapting A Teacher-Made Test, and decide which modifications need to be made.
- Allow 10-15 minutes for each group to adapt the test.
- Ask each group to share their results.
- Discuss the following adaptations that could be made on this test:

    1. Directions: write directions clearly and concisely and tell the student exactly what to do.
    2. Multiple choice: list options in vertical columns.
    3. Matching: group matching sets of questions and answers in smaller groups (5-8)
    4. Completion: provide a word bank, provide more space for longer answers, change "why" questions to multiple choice statements.

ADAPTING A TEACHER-MADE TEST

Chapter 9 American History

Name ______________________

DIRECTIONS: Examine this test closely. Use the Adapting Test Chart to decide which modifications need to be made. Indicate changes directly on the test.

I. Multiple Choice: Choose the right answer:

_______ 1. During the early 1800's, the northern United States had many natural resources needed for industrialization, including:
- a. gold and silver
- b. many low-paid, unskilled workers
- c. waterpower, raw materials, and a skilled labor force.

_______ 2. Government leaders began to give more attention to the ideas and goals of the West:
- a. as the West's political and economic power grew
- b. as war with Great Britain drew closer
- c. following the French blockade of the port of New Orleans

_______ 3. During the early 1800's, many Americans were greatly angered by the:
- a. war between Great Britain and Spain
- b. British impressment of American sailors
- c. British production of cotton in the West Indies

_______ 4. The Embargo Act halted America's overseas trade and caused:
- a. the French to honor American trade rights
- b. the British to set up a blockade around Europe
- c. many Americans to lose their jobs

_______ 5. During the early 1800's, two groups of Americans that were denied equal rights were:
- a. Blacks and women
- b. writers and artists
- c. New Englanders and Southerners

_______ 6. The Twelfth Amendment was passed in 1804 in order to:
- a. eliminate the possibility of election ties in future presidential elections
- b. impeach Aaron Burr
- c. strengthen the Supreme Court

_______ 7. In the early 1800's, the United States doubled in land size as a result of:
- a. the war of 1812
- b. the purchase of the Louisiana Territory
- c. the purchase of Canada

_______ 8. The West became economically important during the early 1800's, in part because:
- a. of the Hartford Convention
- b. of the American war with France
- c. the West was a market for Eastern goods

_______ 9. In order to make France and Britain honor America's trade rights, Jefferson:
- a. attacked French and British ships
- b. placed an embargo on trade with France and Britain
- c. blockaded Europe

II. Matching: Match the words at the top with the sentences at the bottom:

A. Industrialize
B. Impressment
C. Cash Crops
D. Eli Whitney
E. John Marshall

F. Zebulon Pike
G. States' Rights
H. War Hawks
I. France
J. Embargo

K. England
L. Narrow Construction
M. Judicial Review
N. Neutrality
O. Urban

_____ 1. The principle of _____ held that the states should have increased power in the Federal System.

_____ 2. President Jefferson placed an _________ on all American trade with France and Great Britain in 1807 to make the two countries honor American trade rights.

_____ 3. The cotton gin invented by_____, helped to make cotton a profitable crop to raise in the South.

_____ 4. During the early 1800's, Northern manufacturing centers grew as the North began to _______.

_____ 5. __________ was the Chief Justice of the Supreme Court who believed the Court should have broad constitutional powers.

_____ 6. Established the Court's right to overturn State as well as Federal laws.

_____ 7. British practice of seizing sailors from American ships.

_____ 8. Jefferson's policy of refusing to support either side in the war between France and Great Britain.

_____ 9. Powerful congressional group that called for war against Great Britain during the early 1800's.

_____ 10. President Jefferson demanded a _________ of the Constitution, which he believed would limit the power of the Federal government.

_____ 11. By 1800, Pennsylvania had a society of people that lived in or near cities. This was an ____________ society.

_____ 12. With what country did the U.S. fight in the War of 1812?

_____ 13. The Southwest was explored by __________ whose accounts of the area led many Americans to believe that it was largely desert.

_____ 14. Farm goods grown to be sold.

_____ 15. What country sold the Louisiana Territory to the U.S. in 1803?

III. Question — Answer

____________________ 1,2. Two men noted for their explorations of the Louisiana Territory are ____________________ and ____________________

____________________ 3,4. By 1796, there were two major political groups; Alexander Hamilton was a member of the ____________________ party.

____________________ 5. Why did the South remain a primarily rural section in 1800?

____________________ 6. Why did many Americans move West in the 1800's?

____________________ 7. Why was it important for the Americans to control the Mississippi River?

____________________ 8. Why did the New England states want to secede from the Union?

____________________ 9, 10. Why did the U.S. enter the War of 1812?

____________________ 11,12. What gains did Americans make as a result of the War of 1812?

____________________ 13. Which group of states suffered most from the Embargo Act of 1807?

____________________ 14-16. The three sections of the country developing in the early 1800's were ______________, ______________, and ______________.

DEVELOPING AN ADAPTED TEST

TRAINER DIRECTIONS

- Ask participants to adapt their own teacher-made test
- If participants did not bring one of their own tests, provide Handout 50, Sample Teacher Made Test
- Tell participants to use the Test Adaptation Guide and Sample Adapted Tests as references

SAMPLE TEACHER MADE TEST

CONSTITUTION OF THE UNITED STATES

DO NOT WRITE ON THIS PAPER

I. MULTIPLE CHOICE. Put the correct letter on your answer sheet.

1. The federal Constitution gives the power to declare war to (a) the states only (b) both the federal government and the states (c) the people only (d) the federal government only.
2. Presidential appointments of ambassadors and Cabinet members must be approved by (a) the Senate only (b) the House of Representatives only (c) both houses of Congress (c) the Supreme Court
3. Freedom of speech, press and religion are guaranteed in the (a) Declaration of Independence (b) original Constitution (c) Bill of Rights (d) Articles of Confederation
4. Which quotation is from the Constitution? (a) "We hold these truths to be self-evident . . ." (b) ". . . that government of the people, by the people, for the people, shall not perish from the earth." (c) "These are the times that try men's souls." (d) "We the people of the United States, in order to form a more perfect union . . ."
5. An amendment to the Constitution must be approved by (a) a ⅔ vote in Congress (b) nine states (c) ⅔ of the states (d) ¾ of the states.
6. The Constitution did *NOT* make provisions for (a) coinage of money (b) separation of powers (c) political parties (d) system of checks and balances.
7. Congress may do all these things *EXCEPT* (a) establish post offices (b) regulate police and fire departments (c) coin money and regulate its value (d) set up rules for naturalization of aliens.
8. Which is required for Congress to override the President's veto? (a) a majority vote (b) a ⅔ vote (c) a ¾ vote (d) a unanimous vote.
9. The President can check the judiciary by his power to (a) pardon convicted persons (b) veto judicial decisions (c) impeach judges (d) declare judicial acts unconstitutional.
10. A democracy is a form of government in which the supreme power is held by the (a) President (b) Supreme Court (c) army (d) people.

II. COMPLETION

11. The first ten amendments to the Constitution are called ______________________________.
12. The right to vote is called ______________________________.
13. The Eighteenth Amendment, which made alcoholic beverages illegal, is called ______________.
14. A tax that must be paid in order to be allowed to vote is a ______________________.
15. How old does a member of the House of Representatives have to be?
16. How long is a Representative's term?
17. How old does a Senator have to be?
18. How long is a Senator's term?

SAMPLE TEACHER MADE TEST cont.

III. TRUE—FALSE. + is true, O is false.

21. The Preamble to the Constitution tells why it was written.
22. The writers of the Constitution wanted to guarantee freedom for many generations of Americans.
23. A citizen of another country could move to the U.S., become a naturalized citizen, and become a Senator or a Representtaive, but could NEVER become President.
24. If a government official is impeached, this means that he is thrown out of office.
25. It is possible for a bill to become a law even though the President vetoes it.
26. Under the Bill of Rights, the people are guaranteed the right to keep and bear arms.
27. Soldiers may not be stationed in private homes.
28. The President may let a convicted person out of jail.
29. The President can veto a decision by the Supreme Court.
30. The Supreme Court can impeach the President.
31. Women have always been permitted to vote.
32. All states have an equal voice in the House of Representatives.
33. At present, there are twenty-seven amendments to the Constitution.

IV. VOCABULARY. These must be spelled correctly — 2 points each.

34. The word that means to approve an amendment is ____________________.
35. The branch of government that makes the laws is the ____________________.
36. The President, who is in charge of enforcing the laws, is the head of the ____________________.
37. The Supreme Court and the other federal courts make up the ____________________.
38. The system in which each citizen lives under a local, state, and national government is called ____.

V. DISCUSSION.

39. Explain what is meant by a system of checks and balances. (1 point)
40. Discuss in detail the Great Compromise. (Remember, to need a compromise, there must be an argument — what was it?) (5 points)

VI. BONUS Let's see how smart you really are(n't).

In Question 4, one of the quotations is from Constitution. For one bonus point each, tell me where the others are taken from. (I will also accept the name of the person who wrote or said it.) (Be sure to use the letter (a, b, c, or d) when you write your answer.)

SPECIAL BONUS QUESTION (since I know that deep down, you really love these)

What golf event took place during the American Revolution?

DEVELOPING TEST QUESTIONS

TRAINER DIRECTIONS

- Divide participants into small groups of 3-4 members
- Direct each group to develop 2-3 questions based on the content presented in the course or workshop
- Suggest using Handout 41, Test Adaptation Guide and Handouts 42 to 46, sample tests, as references in developing adapted test questions
- Have each group write their questions on a blank transparency in order to share with the groups

COMPLETION OF IOP (Evaluation)

TRAINER DIRECTIONS

- Have participants refer to partially completed IOP Handout 12, on which they have already listed the students' problems.
- Direct participants to complete the teaching options part of the form.
- Suggest that participants use Handout 41, Test Adaptation Guide as a reference.

FUNCTIONS OF GRADING

TRAINER DIRECTIONS

- Refer to Handout 51, Trainer Notes: Functions of Grading and Transparency T, Functions of Grading to introduce the rationale for establishing an alternative grading system.

Handout 51

FUNCTIONS OF GRADING

TRAINER NOTES

Grades are thought to have different functions for various groups: administrators, teachers, students and parents. Grades help administrators alert employees and undergraduate schools of potential candidates. It has been found that grades do have a positive relationship to subsequent professional performance but not to vocational performance.

Grades serve the function for teachers of providing an accurate and objective measurement of student performance. Research findings indicate that the value of a grade depends on the individual standards of a particular teacher. One study required 30 teachers to teach 30 sections of the same course with similar onjectives. The grading distribution varied dramatically among the instructors. Another study discovered nearly 50 different criteria that teachers used in grading. Thus, the conclusion was that grading is not a reliable measurement of student performance.

Grades are often used to motivate students. Research findings indicate that grades do motivate the "better" students who need to be motivated the least. For students who perform poorly in school, grades have the opposite effect. Failures destroy motivation. These students need success and the lack of it in a competitive grade-oriented system doesn't generate high levels of aspiration and expectations of excellence. Therefore, those students who need to be motivated the most are the least motivated by grades.

Finally, grades serve the function of providing an effective way to communicate with parents concerning the progress of their child. However, the research findings indicate that parents and teachers did not agree completely as to what kind of information parents desired and what kind of information teachers wanted to send to parents. Therefore, the grades are not useful in the communication process.

Some conclusions can be drawn from the research findings. Grades are effective in motivating and predicting success for the average and above average student. But grades have very little purpose for the student who does poorly in schools. From this research it is clear that new ideas and changes must be considered to better serve the students with learning problems.

Transparency 5

FUNCTIONS OF GRADING

1. ADMINISTRATOR

   helps schools and employees predict future success in and beyond school

2. TEACHER

   grades in relation to criteria of excellence

3. STUDENT

   motivates students

4. PARENT

   gives parents accurate feedback on student progress

MODIFIED GRADING PROCEDURES

TRAINER DIRECTIONS:

- Prepare a packet of Handouts 52 to 56
- Refer to Handout 52, Types of Alternative Grading Procedures
- Use Transparency T, Modified Grading Procedures, to discuss the various alternatives
- Refer to Handouts 52 to 56 as samples of alternative grading procedures

Handout 52

TYPES OF ALTERNATIVE GRADING PROCEDURES

SYSTEM	DESCRIPTION
MULTIPLE GRADING	The purpose or multiple grading is to indicate progress at the student's ability level. A separate grade is given for a student's achievement and effort. The final grade is an average of the two grades.
CODED GRADING	A coded grading system uses numbered subscripts with the letter grade. For example, C_2 means the students achieved C level work below grade level.
GRADE CONTRACT	A contract is an agreement between the teacher, the student and the parent. They agree that specific activities will be completed to meet the requirements for a specific grade. A contract should include the following: • Types of work to be completed by the student. • The quantity and quality of work to be completed. • The signatures of the teacher, student, and parent, (when appropriate). • Timelines for the completion of the work.
ACCOMMODATION CHECKLIST	An accommodation checklist accompanies the report card. It indicates the modifications that were made to help the student achieve success in the regular classroom. A checklist may be include the following accommodations: • Test read orally for student. • Student dictated answers to another student. • Tests explained in detail. • Materials taped for the student. • Instructional materials modified to meet student's individual needs. • Content materials reviewed in Resource Room. • Individual instruction needed at times.
INCENTIVE GRADING	An incentive grading system offers a way for the student to improve a grade during the course of a report period. This system gives the student experience in decision making. Some of the following incentive grading systems could be used: • Floating A — The student is given an extra A to use to replace the lowest grade or to improve the grade average in a particular report period. • Elimiation grade — The student is given the opportunity to eliminate the lowest grade in order to improve the grade average • Alternative Credit Grade — The student is allowed to do an alternative assignment to improve a grade.

Adapted from "Alternative Methods of Grading," Helen Sobehart, Western Pennsylvania Regional Resource Center, Gibsonia, PA

MODIFIED GRADING PROCEDURES

- Multiple Grading
- Coded Grading
- Grade Contract
- Accommodation Checklist
- Incentive Grading

MULTIPLE GRADING SYSTEM

In addition to achievement, your child's effort was considered in determining the final grade. For each subject listed below, your child received the following grades for achievement and effort. The average of the two grades will determine your child's report card grade.

GRADE KEY

A — Excellent
B — Above Average
C — Average
D — Below Average
F — Failure
NA — Not Applicable

SUBJECT	Achievement	Effort	Average
Reading			
Spelling			
Language Arts			
Social Studies			
Science			
Mathematics			
Physical Education			
Home Economics			
Shop			
Art			
Music			
Health			

CODED GRADING SYSTEM

POLICY LETTER

Dear Parents,

Our school district recognizes the need to provide parents with more information about grading. Therefore, a coded grading system will now be used.

The following example illustrates the new system.

C_1 — Student performed C work while the subscript 1 means on grade level.

C_2 — Student performed C work while the subscript 2 means below grade level.

SAMPLE REPORT CARD

KEY	
GRADES	**SUBSCRIPTS**
A — Excellent B — Above Average C — Average D — Below Average F — Failure	1 — Working on grade level 2 — Working below grade level

	REPORT PERIOD			
SUBJECT	1	2	3	4
Reading				
Language Arts				
Social Studies				

If you have any questions about this grading policy, please sign below and return with your child's report card.

(Parent's Signature)

Handout 55

GRADE CONTRACT

I, ______________________, AGREE TO COMPLETE THE FOLLOWING CLASSROOM
(student's name)
ACTIVITIES FOR CHAPTER ______________ BY ______________________.

Activity	Due Date	Satisfactory Completion

(student's name) (date)

I, ______________________, AGREE TO AWARD A GRADE OF ______________
(teacher's name)
UPON SATISFACTORY COMPLETION OF ALL ACTIVITIES LISTED ABOVE.

____
(teacher's signature) (date)

Teacher's Grading System

ACCOMMODATION CHECKLIST

Handout 56

Student: ____________________ Date: ____________________

School: ____________________ Grade: ____________________

	1st REPORT PERIOD						2nd REPORT PERIOD						3rd REPORT PERIOD						4th REPORT PERIOD					
	Eng.	Math	Read.	Sci.	Soc. St.	Other	Eng.	Math	Read.	Sci.	Soc. St.	Other	Eng.	Math	Read.	Sci.	Soc. St.	Other	Eng.	Math	Read.	Sci.	Soc. St.	Other
Test read orally for student																								
Test explained to student in detail																								
Material taped for the student																								
Instructional material altered or changed to meet student's needs																								
Content material retaught																								
Some individual instruction needed at times																								

NOTE: The above checklist is to indicate some special ways we have helped your son or daughter achieve success in the subjects checked.

Adapted from Carson Middle School, North Allegheny School District

EVALUATION OF ALTERNATIVE GRADING SYSTEMS

TRAINER DIRECTIONS:

- Give the participants Handouts 57-61
- Review the five types of alternative grading systems:

  Multiple Grading, Coded Grading, Grade Contract,
  Accommodation Checklist and Incentive Grading
- Divide participants into five groups. Ask each group to analyze one system
- Ask participants to list the advantages and disadvantages of their assigned system
- Ask each group to choose one member of the group to record the findings on the appropriate handout
- Allow 10-15 minutes for participants to complete the activity
- Allow each group 10-15 minutes to discuss their opinions

Handout 57

EVALUATION OF A MULTIPLE GRADING SYSTEM

DIRECTIONS: After reviewing this specific grading system, list the advantages and disadvantages in the spaces provided.

A. Definition

The purpose of the multiple grading is to indicate progress at the student's ability level. A separate grade is given for a student's achievement and effort. The final grade is an average of the two grades.

B. Advantages

C. Disadvantages

EVALUATION OF CODED GRADING SYSTEM

Directions: After reviewing the specific grading system, list the advantages and disadvantages in the spaces provided.

A. Definition

A coded grading system uses numbered subscripts with the letter grade. For example, C_2 means the student achieved C level work below grade level.

B. Advantages

C. Disadvantages

EVALUATION OF A GRADE CONTRACT

Directions: After reviewing this specific grading system, list the advantages and disadvantages in the spaces provided.

A. Definition

A contract is an agreement between the teacher, the student, and the parent. They agree that specific activities will be completed to meet the requirements for a specified grade. A contract should include the following:

- Type of work to be completed by the student
- The quantity and quality of work to be completed
- The signatures of the involved parties (teacher, student, parent, etc.)
- Timelines for the completion of the work

B. Advantages

C Disadvantages

Handout 60

EVALUATION OF AN ACCOMMODATION CHECKLIST

Directions: After reviewing this specific grading system, list the advantages and disadvantages in the spaces provided.

A. Definition

An accommodation checklist accompanies the report card. It indicates the modification that was made to help the student achieve success in the regular classroom. A checklist may inclue the following accommodations:

- Tests read orally for student
- Test explained in detail
- Materials taped for the student
- Instructional materials modified to meet the students' individual needs
- Content materials reviewed in Resource Room
- Individual Instruction needed at times

B. Advantages

C. Disadvantages

EVALUATION OF INCENTIVE GRADING SYSTEM

Directions: After reviewing the specific grading system, list the advantages and disadvantages in the space provided.

A. Definition

The incentive grading system offers a way for the student to improve a grade during the course of a report period. This system gives the student experience in decision making. Some of the following incentive grading systems could be used.

- Floating A
- Elimination Grade
- Extra Credit Grade

B. Advantages

C. Disadvantages

DEVELOPING AN ALTERNATIVE GRADING SYSTEM

TRAINER DIRECTIONS:

- Direct participants to develop an alternative grading system that would be appropriate in their own teaching situation
- Provide participants with blank paper or other materials necessary to complete the activity
- Be sure each participant has a copy of Handout 56 to 60 to use as models
- Allow time for participants to share their completed grading systems

SUMMARY INTRODUCTION

In this module, participants will have the opportunity to apply the adaptation model.

The first activity involves a system for editing teacher-made materials. During the process of developing the sample adapted activities, the author found that specific editing techniques were needed to finalize the products. Therefore, the Ten Commandments of Editing was developed to help teachers in the process.

A Case Study is included in this module so that participants have the opportunity to apply the model. This activity can also be used as a final exam, for participants to demonstrate understanding of the adaptation process.

SUMMARY

Content Outline for Trainer

I. Summary Introduction

II. Activity 24 — Editing Teacher-Made Materials

- Trainer Directions
- Handout 62 — Ten Commandments for Editing Teacher-Made Materials

III. Activity 25 — Case Study

- Trainer Directions
- Handout 63 — Case Study: Randy S.

IV. Activity 26 — Final Test

- Trainer Directions
- Handout 64 — Test on ADAPT
- Handout 64a — Answer Key — Test on ADAPT

EDITING TEACHER MADE MATERIALS

TRAINER DIRECTIONS

- Refer to Handout 62, Ten Commandments for Editing Teacher-Made Materials
- Go over the information with the class
- Ask each participant to edit their own materials or provide an example of a material that needs to be edited
- Discuss the modifications that were made

Handout 62

TEN COMMANDMENTS FOR EDITING TEACHER-MADE MATERIALS

Use the chart below to edit each activity or worksheet you design.	Structured Study Guide	Information Organizer	Skeletal Outline	What You Need to Know	Concept Activity	Application Activity	Game	Manipulative	Comments
THOU SHALL BE CONSCIOUS OF CONTENT AND PRESENTATION									
Accuracy of Information									
Vocabulary									
Organization									
Appropriateness/Hierarchy of Information									
THOU SHALL NOT USE POOR GRAMMAR									
Remember Subject/Verb Agreement									
Remember Verb Tense Consistency									
THOU SHALL USE EVERYDAY LANGUAGE									
Use terms the student understands									
Free from cultural, sex or other bias									
THOU SHALL FOLLOW GOOD RULES OF SPELLING									
Remember check irregular spellings, plurals, etc.									
Check all abbreviations, divided words									
THOU SHALL NOT FORGET PUNCTUATION									
Remember to check all periods, commas, question marks, hyphens, etc.									
THOU SHALL CAPITALIZE									
Remember to capitalize where appropriate									
Remember to be consistent									
THOU SHALL USE GOOD SENTENCE AND PARAGRAPH STRUCTURE									
Remember to use short, meaningful, sentences									
Watch for phrases, incomplete sentences									
Eliminate repetitious, unimportant, or ambiguous material									
THOU SHALL GIVE CLEAR, ACCURATE, BRIEF DIRECTIONS									
Remember to avoid wordiness									
Check language for student understanding									
Use bold print									
THOU SHALL USE GOOD LAYOUT/DESIGN PLANS									
Use simple, uncluttered format									
Use attention-getting, interesting ideas									
Avoid large masses of writing									
Include rule lines, boxes, stars, other									
Include clues, page, section, chapter, length of blank lines									

THOU SHALL REMEMBER — WHEN ALL ELSE FAILS IMPROVISE

CASE STUDY: RANDY S.

TRAINER DIRECTIONS:

- Distribute Handout 63, Case Study: Randy S. and test questions
- Ask participants to read the case study and complete the attached questions.
- Allow participants to refer to any notes or handouts used in the course to complete the test questions.
- Allow a minimum of half-hour.
- Use the results to evaluate the implementation of the adaptation model.

CASE STUDY: RANDY S.

Grade 7
Birthdate: 2-23-70

Identifying Information:

Randy is a thirteen year old adolescent assigned to a learning disabilities class at the seventh grade level. His hearing and vision with glasses are within the normal range. On current tests using the Wechsler Intelligence Scale for Children-Revised, at a chronological age of thirteen years and six months, yielding a Full Scale Quotient of 117. This places Randy within the high average classification of intellectual ability. However, on a Wide Range Achievement Test, a test of basic school subjects of Reading, Written Spelling, and Arithmetic Computation, Randy is achieving well below his educational expectancy.

WRAT Scores

Subject:	Grade Equivalent	Percentile Rank
Reading:	5.3	20%
Spelling:	4.2	10%
Arithmetic:	7.2	39%

Academic Performance

Randy is functioning within the high average classification of intellectual ability. The discrepancy between the Verbal and Performance Quotient is statistically significant and indicates an unevenness in the development of verbal and nonverbal learning skills. Although Randy has the necessary verbal skills to experience success in the academic environment, he performs best in tasks which involve motor performance and handling of objects. However, he is achieving well below his educational expectancy. Basic skill areas required for satisfactory academic achievement in reading appear inadequate. Randy's word attack skills are poor. Frequently, he cannot read unfamiliar written words. In spelling, Randy was able to spell only a few of the basic words. His performance indicates a weakness in integrating auditory-visual skills. In math, Randy's overall basis skills are average.

Behavior

In testing and classroom situations, Randy demonstrates a lack of planning and a propensity for impulsive and unreflective actions. In mainstream classes he appears unmotivated and unable to relate to peers or teachers. Often he sleeps during class. When awakened, he is either hostile or dazed. These attempts to gain attention are generally viewed by his peers as inappropriate and do not elicit the desired and anticipated outcomes. When Randy is confronted or has to deal with the consequences of his behavior, the potential for acting-out behavior is present even though he attempts to control his emotional impulses.

CASE STUDY: RANDY S. (Continued)

Use the case study to answer the following questions:

1. List two of Randy's academic problems:

   a. ____________________

   b. ____________________

2. For each academic problem list a few activities to help Randy in his content area classrooms:

   a. ____________________

   b. ____________________

3. List two of Randy's behavior problems:

   a. ____________________

   b. ____________________

4. For each behavioral problem, list a few activities to help Randy in his content area classrooms:

   a. ____________________

   b. ____________________

5. Make or describe one adapted product for a content area to use with Randy:

FINAL TEST

TRAINER DIRECTIONS

- Provide participants with Handout 69, Final Test on ADAPT
- Have participants complete the test independently
- Use Handout 70, Final Test on ADAPT, answer key to discuss the answers

NOTE: This test may be used for review as an open note test or in a peer tutoring situation.

Handout 64

Test on ADAPT

Name ______________________ **Date** ______________________

A. Match the name of the adapted product with the appropriate definition for each box below.

___ 1. Concept Activity

___ 2. Application Activity

___ 3. Information Organizer

___ 4. Skeletal Outline

a. Provides a visual structure to accompany a lecture or text.

b. Presents abstract concepts in a concrete manner using graphics or advanced organizers

c. Presents information in chart, graph or pictorial form to help students understand information, understand relationships, categorize information, sequence events or identify cause and effect.

d. Encourages students to organize and apply learned information in a structured format, i.e., making a poster, conducting an interview, building a model or making a collage.

___ 1. Game

___ 2. Structured Study Guide

___ 3. What You Need to Know

___ 4. Manipulative

a. Provides a list of important terms and concepts contained in each chapter or unit.

b. Provides structure and location clues to help students read for understanding and information.

c. Provides a kinesthetic approach for applying, categorizing and relating information in the form of pocket charts or study cards.

d. Encourages students to practice and review facts and concepts using board games, card games, class interaction games and puzzles.

Page 2
Test on ADAPT

B. Circle the letter of the correct adapted product to meet the given student need:

1. Gladys has difficulty listening to lectures.
   a. Information Organizer
   b. Manipulative
   c. Application Activity

2. Mary has difficulty understanding abstract concepts.
   a. Concept Activity
   b. Student Self-Progress Form
   c. Chapter Contract

3. Ollie has difficulty taking notes.
   a. Parent communication letter
   b. Skeletal Outline
   c. Game

4. Joe needs immediate feedback.
   a. Manipulative
   b. Individual Planning Log
   c. Structured Study Guide

5. John needs secondary reinforcers.
   a. Information Organizer
   b. Application Activity
   c. Standard Contract

6. Larry needs hands-on activities.
   a. Manipulative
   b. Concept Activity
   c. Classroom Rules Planning Guide

7. Don needs a consistent routine.
   a. Individual Planning Log
   b. Concept Activity
   c. Application Activity

8. Eileen has difficulty writing legibly.
   a. Classroom Rules Planning Guide
   b. Manipulative
   c. Application Activity

9. Bonnie has difficulty taking written tests.
   a. Information Organizer
   b. Accommodation Checklist
   c. Oral Test

10. Sue needs an alternative grading system.
    a. Multiple Grading System
    b. Game
    c. Teacher-Student Communications Memo

Page 3
Test on ADAPT

C. Complete the following statements using the word bank below.

WORD BANK

management
time
practice
teaching style profile (TSP)
length
frequency
evaluation
individual option plan (IOP)
learning style profiles (LSP)
content
instruction
presentation

1. The three assessment areas on the Learning Style Profile are:

____

____

____

2. Use the ______________________________ to list the problems of students and the teaching options to meet those needs.

3. To identify the student's needs, compute the difference between the items on the ____________________ and the ____________________ ____________________.

4. To reduce stress during testing, modify the testing procedures such as ______________, ______________, ______________ and ____________________.

5. To modify instruction, adapt the method of ______________________________ and ____________________.

Handout 64a

Test on ADAPT
Answer Key

Name ____________________ **Date** ____________________

A. Match the name of the adapted product with the appropriate definition for each box below.

b 1. Concept Activity
d 2. Application Activity
c 3. Information Organizer
a 4. Skeletal Outline

a. Provides a visual structure to accompany a lecture or text.
b. Presents abstract concepts in a concrete manner using graphics or advanced organizers.
c. Presents information in chart, graph or pictorial form to help students understand information, understand relationships, categorize information, sequence events or identify cause and effect.
d. Encourages students to organize and apply learned information in a structured format, i.e., making a poster, conducting an interview, building a model or making a collage.

d 1. Game
b 2. Structured Study Guide
a 3. What You Need to Know
c 4. Manipulative

a. Provides a list of important terms and concepts contained in each chapter or unit.
b. Provides structure and location clues to help students read for understanding and information.
c. Provides a kinesthetic approach for applying, categorizing and relating information in the form of pocket charts or study cards.
d. Encourages students to practice and review facts and concepts using board games, card games, class interaction games and puzzles.

Page 2
Test on ADAPT

B. Circle the letter of the correct adapted product to meet the given student need.

1. Gladys has difficulty listening to lectures.
   [✓ a.] Information Organizer
   b. Manipulative
   c. Application Activity

2. Mary has difficulty understanding abstract concepts.
   [✓ a.] Concept Activity
   b. Student Self-Progress Form
   c. Chapter Contract

3. Ollie has difficulty taking notes.
   a. Parent communication letter
   [✓ b.] Skeletal Outline
   c. Game

4. Joe needs immediate feedback.
   a. Manipulative
   [✓ b.] Individual Planning Log
   c. Structured Study Guide

5. John needs secondary reinforcers.
   a. Information Organizer
   b. Application Activity
   [✓ c.] Standard Contract

6. Larry needs hands-on activities.
   [✓ a.] Manipulative
   b. Concept Activity
   c. Classroom Rules Planning Guide

7. Don needs a consistent routine.
   [✓ a.] Individual Planning Log
   b. Concept Activity
   c. Application Activity

8. Eileen has difficulty writing legibly.
   a. Classroom Rules Planning Guide
   [✓ b.] Manipulative
   c. Application Activity

9. Bonnie has difficulty taking written tests.
   a. Information Organizer
   b. Accommodation Checklist
   [✓ c.] Oral Test

10. Sue needs an alternative grading system.
    [✓ a.] Multiple Grading System
    b. Game
    c. Teacher-Student Communications Memo

Page 3
Test on ADAPT

C. Complete the following statements using the word bank below.

WORD BANK

management
time
practice
teaching style profile (TSP)
length
frequency

evaluation
individual option plan (IOP)
learning style profiles (LSP)
content
instruction
presentation

1. The three assessment areas on the Learning Style Profile are:

Instruction

Management

Evaluation

2. Use the *Individual Option Plan* to list the problems of students and the teaching options to meet those needs.

3. To identify the student's needs, compute the difference between the items on the *Learning Style Profile* and the *Teaching Style Profile*.

4. To reduce stress during testing, modify the testing procedures such as *time*, *length*, *frequency* and *content*.

5. To modify instruction, adapt the method of *presentation* and *practice*.

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